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ABSTRACT

This document is a guide for teachers to integrate civic values and service learning into their social studies classes. The curriculum includes 17 ready-to-use lessons that can be adapted to United States history, government, or civics classes. A vital part of the unit is a group project in which students identify a real political problem, research related issues, and propose a solution. Students will be challenged to apply national civic values to the process of resolving these issues. The course presents a political problem-solving model, along with a research guide and a lesson on creative problem solving. The course is divided into the following parts: (1) "Political Problem Solving" (The Pledge and the Contract; Political Problem Solving; Research Methods; Creative Problem Solving); (2) "U.S. Civic Values" (U.S. Civic Values; Great Seal of the U.S.; Religious Freedom); (3) "Dialogue and Conflict Resolution" (Dialogue; E Pluribus Unum); (4) "Current Political Problems" (Youth Violence; Racial Labels; Hate Crimes; Gender Equity; Economy vs. Ecology); and (5) "The Challenge of Citizenship" (Democracy and School; Reality or Illusion; Wake Up, America!). Appendix A contains Teacher Strategies; Dialogue, Cooperative Learning, and Service Learning; Appendix B contains a glossary; Appendix C contains resources; books, curriculum, and Web sites; and Appendix D contains Youth Citizenship Awards Program information. (BT)

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John Minkler

Social Studies Curriculum for Grades 7 - 12

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Active Citizenship

Empowering America's Youth

"The excellent lessons contained in Active Citizenship connect the principles and ideals of America to the real life experience of students. John Minkler has found creative and practical ways to teach core civic values and to inspire civic responsibility."

CHARLES HAYNES, PH. D.
AUTHOR OF LIVING WITH OUR DEEPEST DIFFERENCES

Social Studies Curriculum
for Grades 7 - 12

John Minkler

Thomas Lickona, Ph. D. - Editorial Consultant

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Contents

Introduction

Acknowledgements

Note to Teachers

Part One: Political Problem Solving

1. The Pledge and the Contract
2. Political Problem Solving
3. Research Methods
4. Creative Problem Solving

Part Two: U.S. Civic Values

5. U.S. Civic Values
6. Great Seal of the U.S.
7. Religious Freedom

Part Three: Dialogue and Conflict Resolution

8. Dialogue
9. E Pluribus Unum

Part Four: Current Political Problems

10. Youth Violence
11. Racial Labels
12. Hate Crimes
13. Gender Equity
14. Economy vs. Ecology

Part Five: The Challenge of Citizenship

15. Democracy and School
16. Reality or Illusion
17. Wake Up, America!

Appendices

A - Teacher Strategies; Dialogue, Cooperative Learning, and Service Learning
B - Glossary
C - Resources; books, curriculum, and web sites
D - Youth Citizenship Awards Program

Introduction

OUR DEMOCRACY IS AT RISK

Our democracy requires responsible citizenship which includes an understanding of fundamental civic values and the ability and willingness to solve political problems. There is increasing evidence that many young people go through the school system without learning the knowledge, skills, and values that are essential to becoming responsible citizens.

There is an alarming rise in youth violence and an increasing alienation of youth from the Constitutional democracy that is the foundation of our nation. Most students feel that politics is corrupt and irrelevant. They need to learn how to solve interpersonal and political problems. They need guidance and opportunities to apply these skills in solving real problems. Even more important, they need to be inspired to respond to community and political challenges and to plan for a future in which they will want to live. They need to care.

Children are exposed to more violence and more dangerous drugs and diseases than ever before. This generation has been told they will probably be the first to experience a lower quality lifestyle than that of their parents. They will live most of their lives in the 21st century and will have to deal with increasingly complex economic, political, environmental and social problems. They need a vision of how the world ought to be, with clear goals and civic values to guide their decisions. Young people must have the skills and the knowledge to be able to solve interpersonal and political problems. And, perhaps most important, they must have the will to participate in democratic problem solving.

Anyone who works with middle or high school students knows that only a few have been well prepared to meet these challenges. There is much debate about who is to blame. Certainly the prevalence of broken families and increasing violence in society and in the media have a negative effect on children. One hypothesis is that, in the past, families, churches, and communities used to provide social/moral guidance and now that is missing for most children. For whatever reason, if children are not getting social/moral guidance from home, then public schools must do it or this generation is headed for disaster.

It is clear that students can be taught social skills, civic values, conflict resolution and political problem solving. Many excellent programs have recently become available, such as the Resolving Conflict Creatively Program, from Educators for Social Responsibility, and Living with Our Deepest Differences, from the Freedom Forum. I have used the approach, described in Active Citizenship, successfully for many years with regular and special education students, even juvenile delinquents. These skills and values, however, are seldom taught in the regular K-12 curriculum. Most attention is given to the traditional three R's (reading, writing, and

'rithmatic), which is certainly important for student success. However, scholars such as Charles Haynes and Thomas Lickona, suggest that another set of R's may be equally important: Rights, Responsibility and Respect.

One of the original purposes of public education was to ensure that our democratic government would succeed by educating students to understand our national civic values and to be willing and able to participate as responsible citizens. In History/Social Science, teachers are only beginning to emerge from a period in which students had to memorize facts to pass classes (more than 90% of homework and test questions still consist of recall of facts) to a new approach in which evaluation, critical thinking, problem solving and participation skills are being taught and practiced.

In the early nineteenth century, the original public schools placed great importance on teaching values. This has been significantly missing from public schools in the past few decades. The teaching of values has been controversial because of uncertainty about which values to teach and because of the issue of separation of church and state. Most educators have chosen to avoid the controversy by leaving religious influence out of history and leaving values education to parents. How many high school graduates could explain and apply the civic values of our nation? How many even know the national motto and what it means? Opinion polls indicate that parents (66% in a Harris poll) want public schools to accept responsibility for values education. Congress has recently declared the third week in October to be Character Counts Week, identifying the "Six Pillars of Character" as responsibility, respect, justice, trustworthiness, caring, and civic virtue.

There is appropriate concern about which values to teach and how they should be taught. The best way to address this concern is to bring together interested educators, students, parents and community members, representing all points of view, to discuss these questions and reach an agreement so teachers can proceed with the support of the community. It is time for public schools to renew a commitment to teach and model civic values if they are to prepare students to meet the challenges of the next century.

One of the characteristics of civic virtue is respect for laws and authority. A principal, policeman, judge or president deserves respect because they represent the democratic will of the people as expressed through the Constitutional, legal, political and judicial systems of our government. This essential respect for law and authority is not unconditional, however. If authorities violate the public trust or the rights of the people, there are ways within the system to resolve the injustice or remove such officials from office.

The generation in school today seems to have a problem with this civic duty to respect law and authority. Surveys indicate an increased willingness to cheat, to bring drugs and weapons to school and to defy directions from teachers and administrators. If our democratic system is to continue, we must address this critical issue.

Part of the problem is that students are clearly aware that many authorities are corrupt. From Watergate to Mark Furman to politician bashing in the media, they hear about the abuse of civic authority. They also know about child abuse, some from first hand experience, and occa-

sionally they encounter a disrespectful or unfair teacher or administrator. When they face injustice in school, often there is very little they can do because they have not been trained or encouraged to challenge inappropriate authority. The few who try often suffer additional problems while the authority remains untouched. If we are to teach children to respect legitimate authority, they must also be taught and empowered to challenge inappropriate authority, through proper means. This will require a new attitude by educators, which many may resist. But how else can we reverse the destructive trend toward disobedience and disrespect? We must teach students the right, the obligation, and the responsible way to challenge inappropriate behavior by public authorities, even teachers, if we expect them to demonstrate respect for legitimate authorities and laws.

Another part of the problem is that the legitimate authority of teachers and administrators has been undermined in many ways. Some parents tell their children they need not follow directions at school. Educators are being sued for trivial as well as substantive reasons. Many teachers feel they don't have administrative support for discipline. Violators of school rules often seem to escape disciplinary consequences by means of parent complaints or legal technicalities. In many districts, parents can force schools to promote children to the next grade even if they have not earned it. Along with teaching students to challenge illegitimate authority appropriately, we must empower educators to clearly define and maintain behavioral standards for students. The schools do have a legal responsibility to provide a safe learning environment, and they must be able to enforce the rules and hold students accountable for their actions. These two changes, teaching appropriate challenges to rules or authorities and reinforcing the power of educators to maintain behavioral standards, are essential to citizenship and civic values education.

If we expect students to learn about and participate in the democratic process, we must change the structure of our schools and classrooms. Professional educational organizations, such as Educators for Social Responsibility, have described the democratic classroom and the school as a community. Students become respected citizens who are invited to express their opinions and participate in planning and problem solving. When students are empowered in this way, they are much more likely to become active learners working with the system instead of fighting it or dropping out.

When students in urban schools are asked why they think there is so much violence, most say it's because of prejudice and racism. Many cultural awareness programs and special days or months have been introduced into schools with little effect. Students haven't learned how to relate to each other as unique individuals, each with a contribution to make to the multiculture of this nation and world. They haven't learned how racial, gender, and religious discrimination has played a powerful part in our history and still oppresses many in our society today. They haven't been taught to examine their own stereotypes and prejudices. Minta Brown, from the California Department of Education, has developed an excellent program, Education for Cultural Inclusion, that teaches these skills to educators so they can teach them to students. She demonstrates how important it is to dispel the myths about racism, and to acknowledge the contributions of all peoples to the multiculture, and to relate to each other with honesty and respect. These are also skills and knowledge that schools can and should teach in academic classes.

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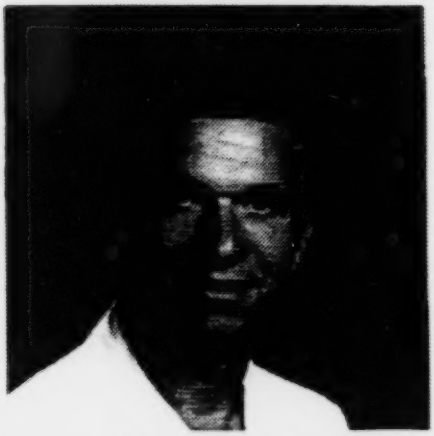

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Active Citizenship web site: www.activecitizenship.org
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Educators have a profound obligation to reorganize curriculum and restructure schools to teach the skills, knowledge and values that students need to become responsible citizens. Most students are vaguely aware of their rights, but have no idea of the civic duty of active participation in interpersonal and political problem solving as a requirement for maintaining a democracy. They must learn the civic values of our nation and develop realistic goals and a vision of a future that meets the challenges of the 21st century. They must learn the social and problem solving skills to achieve their goals and be empowered to practice these skills as they go through school. This task should be done with a comprehensive plan that includes K-12 educators, students, parents, and community representatives. The dialogue and collaboration among these groups becomes part of the educational process for students and will open many opportunities for partnerships and problem solving projects.

This curriculum unit, Active Citizenship, is a step in this important journey. Students are introduced to the knowledge, skills and values of responsible citizenship in the context of analyzing and solving real school and community problems. Hopefully most of them will learn that they can and should respond constructively when they encounter political problems. Students will be challenged to apply national civic values to the process of resolving these issues. To become part of a student's enduring character, these skills and values also must be reinforced in other courses, in school discipline and politics, and by parents and the community. The more students get this guidance, the more empowered they will be to visualize a positive future, achieve their goals and make meaningful contributions to society.

"The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy... Civic education should be considered central to the purposes of American education and essential to the well-being of American democracy."

FROM THE NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

Note To Teachers

A vital component of this curriculum is a group project, in which students identify a real political problem, research related issues, and propose a solution. A political problem-solving model is presented, along with a research guide and a lesson on creative problem solving. This major assignment should be introduced at the beginning of the unit (5-9 weeks) to allow enough time for students to complete the process. The culmination of the unit is class presentations by the groups of their research, problem analysis, and proposed solutions.

During this time, you, as the instructor, will teach lessons designed to teach the responsibilities of citizenship, the civic values of the United States, and some issues that currently challenge our democracy. Many of the lessons will take more than one class period, especially if you use the extension activities. Plan to give class time every week to let the groups work on their political problem solving projects. Take the class to the library for research, including instruction on how to use library resources to investigate a topic. Monitor their progress, such as requiring an essay describing their individual research plan and, later, an essay describing the results of their research. The lesson on creative problem solving should be given after they have done most of their research, a week or two before they have to give their presentation. You need to be sensitive to the amount of time and guidance they need to get the research and analysis done well. I found that, in the beginning, I underestimated the amount of time students needed to be thorough and produce quality work. The presentations to the class will demonstrate the learning of knowledge, skills, and values, along with each group's ability to apply them to a real problem. Encourage groups to get involved in the implementation of their solution. That is demonstrating responsible citizenship.

To thy countrymen you should preach the gospel of the New World, that here, in America... is the promise of a new and more excellent social state than history has recorded.

RALPH WALDO EMERSON

The Pledge and The Contract

1

Purpose

To teach the meaning of the Pledge of Allegiance and the social contract that it represents and to challenge students to either agree to the pledge or explain why not.

Historical Context

The Enlightenment Philosophers of the seventeenth and eighteenth centuries sought to define natural laws that would lead to the creation of an ideal government and promote the fullest development of human potential. Thomas Hobbes described the "social contract" between a people and their rulers. John Locke wrote about "natural rights" for all people, such as life, liberty, and property. Jean Jaques Rousseau and others described the right of the people to consent to the social contract or to create a new one. The ideal of democracy, long forgotten since the ancient Greeks, was revived as the only kind of government which could guarantee the natural rights of all people. When the Founding Fathers of our nation met to declare independence from England, they saw an opportunity to create the first government based on these Enlightenment principles.

It is important to acknowledge that the Declaration of Independence made the Founders traitors and criminals in the eyes of the British king. They knew that, if the revolution failed, they could lose their lives. They had to create an army from ordinary citizens to fight the greatest military power in the world. Many times, from 1776 to 1783, it looked as though they were going to fail. Their strong belief in the right of people to live under a government that respects the civic values described in the Enlightenment gave them the courage to succeed. It's also important to acknowledge the many other sacrifices of generations since the American Revolution to protect and improve this nation.

The basic values of constitutional government (are) denoted by such concepts as freedom, equality, popular consent, and personal obligation for the public good.

R. Freeman Butts
The Civic Mission in Educational Reform

U.S. citizens make a commitment to respect and serve their country every time they say the Pledge of Allegiance. Many children are required to say it every day in school, yet many do not know what it

really means. The Pledge was written by Reverend Francis Bellamy in 1892. It became the official national pledge in 1945. In 1954, President Eisenhower signed a law that added the words, "under God."

Lesson

The Pledge and the Contract: (brief lecture, class discussion, then say the Pledge of Allegiance)

The ultimate foundation of a free society is the binding tie of cohesive sentiment. Such a sentiment is fostered by all those agencies of the mind and spirit which may serve to gather up the traditions of a people, transmit them from generation to generation, and thereby create that continuity of a treasured common life which constitutes a civilization.

SUPREME COURT JUSTICE
FELIX FRANKFURTER

Civic values are the guiding principles that we agree to abide by in our public life, in resolving conflicts, and in planning public policy. The Declaration of Independence describes the inalienable rights of life, liberty, the pursuit of happiness, equality, and the right of people to establish their own government. The Preamble to the Constitution states the purpose of the government to be unity, justice, peace, security, the general welfare, and liberty. The civic value of liberty was further defined in the Bill of Rights, which includes freedom of religion and speech, due process, and many other rights of the people against abuse by the government. These civil liberties, together with the responsibilities of citizenship, became the foundation on which our government was based. It is a social contract between the people and the government of this nation.

Draw a picture of a contract on the blackboard as shown to the right.

Let students know that they will be asked to sign the contract at the end of the discussion.

U.S. SOCIAL CONTRACT	
Rights:	
Responsibilities:	
_____	_____
Name	Date

The contract works in two ways. The government (through our elected representatives and public employees) provides essential services and protects our civil rights. The people, in return, must agree to the responsibilities of citizenship in a democratic society.

Lead a class discussion of the social contract. First identify the rights, obligations, or services of the government above and the responsibili-

ties; obligations of the citizens below. Elicit suggestions from students and add your ideas to make a complete list. You should end up with a list of rights (include freedoms of speech, religion, assembly, etc., due process, police and fire protection, defense from foreign invasion and terrorists, and a free education) and a list of responsibilities for U.S. citizenship (include obeying laws, respect for authority, paying taxes, serving on a jury, voting, and helping to solve community/national problems).

Tell the class that you are going to ask them to sign the contract in a few minutes. Ask anyone, who would refuse to sign it, to raise their hand and give a specific reason why not. Be prepared to deal with objections such as these; political and police corruption, racism, welfare abuse, etc. It is important to acknowledge that our government is not perfect. Offer examples such as the way Native Americans were treated, slavery, and women not being allowed to vote. Explain that that there have been many times the practice of government has not been consistent with the civic values and the civil rights promised to all citizens. Make it clear that through the democratic process, most of these mistakes have been corrected. There are more problems today, including the national debt, corruption, poverty, and welfare abuse. Solving these problems becomes the responsibility of citizens and their elected representatives. Be sure the students understand that agreeing to sign the social contract does not mean that they approve of everything about our government. It means that they accept the fundamental agreement of the rights promised in the Constitution and laws of our nation in exchange for the responsibilities of citizenship.

Tell students that the way to sign the social contract is to stand and say the Pledge of Allegiance. Have students stand and lead them in saying the Pledge. "I pledge allegiance to the flag of the United States of America, and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all." Discuss what it means. Explain that it is a way of "signing" the social contract as a citizen promising to be loyal to the government of the United States, which implies a willingness to meet the responsibilities of citizenship. The government made its pledge to the citizens (signed the contract) in the founding documents and succeeding amendments and laws. The citizens are expected to "sign the contract" every time they say the Pledge of Allegiance.

Students (should) feel empowered to give meaning to society's core public values, in which students can discover that...society's values are not fixed but depend on their discovery and actualization by each of us.

FRANCIS MOORE LAPPÉ AND PAUL MARTIN DU BOIS
EDUCATION FOR DEMOCRACY: PUBLIC LIFE, PUBLIC VALUES, AND POWER

Discussion

1. Should citizens be willing to sacrifice their self-interests, even their lives, to preserve and protect the government of the United States as

the Founders and millions of Americans have done since 1776? (You may want to ask for a show of hands from those who would risk their lives to defend their country from attack.)

2. What are some of the achievements of our government in protecting our rights? (for example, more than 200 years of free elections, winning two World Wars and the Cold War, a high level of freedom and prosperity compared to other nations)

3. Are there examples of the failure of government to protect the "inalienable" rights of the people? (Native Americans and African Americans were denied the rights of citizens until this century. Women were not allowed to vote until 1920.)

4. What are ways that people can correct failures by the government to protect the rights of the people? (elect representatives with new policies, petition the government through elected representatives or through the courts, Constitutional amendments, etc.)

5. The social contract requires a balance between the rights of the citizens and their responsibilities to support the government. In the minds and actions of U.S. citizens today, are they balanced or not? What happens when the people demand rights and services from the government without the willingness to support that government and help solve political problems?

6. Why do schools require students to stand facing the flag and say the Pledge of Allegiance? Should children in public schools be required to recite the Pledge if they don't know what it means?

Extensions

1.Have each student write the social contract in their own words. Be sure they know how to define what government promises to do for the citizens and what the citizens promise to do for the government. Define the government to include the founding documents, the amendments, laws and legal interpretations since then, and the elected representatives and employees of municipal, county, state and national government agencies. Emphasize that the government is a representative democracy (a republic) which reflects the political will of the citizens, despite occurrences of corruption and special interest manipulation.

2. The following pledge was written to expand the meaning beyond national to global allegiance. Read it to the class and discuss similarities and differences. Consider whether the two could be compatible.

"I pledge allegiance to the earth, and all life which it supports, one planet, in our care, irreplaceable, with sustenance and respect for all."

JANINA LAMB

Could it be time to enlarge the old American Dream into a Global Dream.

CARLOS CORTEZ
LIMITS TO PLURIBUS,
LIMITS TO UNUM

3. Invite judges, lawyers, or political representatives to talk with the class about the American social contract and how it works today.

4. Have students write an explanation of the Pledge of Allegiance to elementary students who have to say it every school day.

Political Problem Solving

2

Purpose

(with 5 - 9 week group assignments)

To teach the responsibility of citizens in a democratic society to participate in political problem solving, to explain a model for problem solving and to set up a group assignment in which students will solve real political problems.

Historical Context

The U.S. constitutional democracy was based on the ancient Athenian democracy, the ideas of Enlightenment philosophers, and the Iroquois Confederation. In the 1780's, the Founding Fathers created a government that was to be guided by the people through elected representatives. The government was to provide services and protection, and the people were to obey the laws and help solve political problems through responsible voting and volunteering to serve their community, state, or nation.

A patriotic duty of every American is to serve his or her nation by helping to solve problems. The government alone cannot do it. Citizens must be willing to participate with government leaders and other citizens to solve political problems. In the first democracy of ancient Athens, citizens who did not care about or participate in political problem solving were considered "idiots" (the original meaning of the word).

For more than 200 years, our government has dealt with many challenges. In this process, however, the power and size of the national government has grown significantly. Increasing political corruption and economic crises, such as the rising national debt, have recently caused voters to support a downsized central government at a time when community, national, and world problems seem to be getting worse. The current political challenge is for citizens to demonstrate the true meaning of democracy by participating in solving problems instead of expecting the government to do it all.

The highest priority for public education is the political goal of empowering the whole population to exercise the rights and...the responsibilities of a genuinely democratic citizenship.

R. Freeman Butts
The Civic Mission of Educational Reform

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Lesson

Political Problem Solving: (lecture and discussion of problem solving model, panel discussion, and group assignment)

There are many ways that citizens, including teenagers, can participate in solving real political problems. In southern California, an eighth grade class wrote a state law requiring new state buildings to have drought resistant landscaping for water conservation, and it was passed by the state legislature. Students across the nation have begun community projects and have challenged and changed inappropriate school policies. There are many examples of teenagers initiating projects to solve local, national, and even world problems. It is important to find examples in your area that students can relate to. One key to empowerment is believing it can be done. (NOTE: refer to highlights of Problems and Solutions on page 2.6)

This then is the real crisis: our growing disaffection from the process of public problem solving, the growing lack of confidence in our ability to come together to solve problems.

FRANCIS MOORE LAPPÉ AND PAUL MARTIN DU BOIS
EDUCATION FOR DEMOCRACY: PUBLIC LIFE, PUBLIC VALUES AND POWER

There are specific steps to political problem solving that can be learned and applied. Discuss the main ideas of the Political Problem Solving handout (page 2.5). Emphasize the responsibility to examine more than one point of view to understand a political problem. Too often, focusing on one point of view leads to confrontation and conflict. Creative problem solving results in a solution that respects the integrity of everyone involved and honors legitimate interests. Also emphasize the need to recognize the civic values involved in the problem. As problems become more difficult, it is essential to see the fundamental principles behind the conflicting points of view. It helps people to accept the views of others if they can understand the civic values that support those positions. The rights and freedom of the individual often conflict with the rights of others to be protected from harm. For example, the loggers want to be free to cut trees and keep their jobs, but the environmentalists want to save the endangered species and wilderness, which they claim is essential for a healthy environment for us all. A student may want to be free to wear certain words or symbols, but the principal may forbid the display of words or symbols that lead to violence or threaten other students.

Group Assignment

For students to understand political problem solving, they need to apply this model and experience the process. Choose how long to give groups to complete their projects (5-9 weeks) and give this group assignment during the first week of the unit. Plan the group presentations due at the end of the unit. Decide the range of problems for stu-

dents to research; state, county, community, or school. I limited the range to community and county because I want students to have direct contact with leaders and primary sources.

1. Set up a panel discussion on community problems with leaders and experts, such as a police officer, a judge, a politician, a business leader, a park ranger, etc. I teach six periods, so I videotape the panel first period and show the tape to my other classes. It would be better if all the students could hear the panel and be able to ask questions.

2. In the next class period, help the class brainstorm topics for research and write the ideas on the board. This is the time to lead students away from inappropriate topics and suggest some of your own.

3. Organize the class into groups of 4-6 students. I recommend letting them choose their own group. (For information on setting up groups see Appendix C - Teacher Strategies.) Ask the groups to choose their top three topics and, if there are conflicts, have them pick a number from 1-100 and give the topic to the group with the closest number.

4. Pass out copies of the political problem solving handout. Go over each step in the model to be sure they understand what the words mean and what they are expected to do.

5. The students will need a lot of help considering topics to research. It is essential to monitor the progress of groups in class. They will need a great deal of help finding resources and people to contact. You may need to instruct them on how to be respectful in conducting an interview. Remind them to keep careful records of their results and their sources. See lesson on Research Methods.

The presentation of results of the group projects must be clearly defined at the beginning of the project. Here is the way that I give the assignment: Each group will present the results of their research, their analysis of the problem (including different points of view) and a proposed solution in 7-10 minutes in front of the class and turn in a written report (one page from each person) which tells the story of the project and describes his or her contribution. Extra credit or some other reward should be given if a group helps to really solve the problem studied. Consider videotaping the presentations, both to be able to review them for grading and to be able to show highlights to classes, parents, staff, etc.

Extension

We have it within our power to do extraordinary things...We have to use the maximum of intelligence and the maximum of goodwill to solve these problems: we have to carefully think out what is going to happen and then have the desire to do it.

ALDOUS HUXLEY
THE LISTENER

Lead a class discussion on the purpose of government by asking students to imagine that, when they woke up tomorrow, there was anarchy, no government. Brainstorm what it might be like. Include the following considerations: schools would be closed, drivers wouldn't obey traffic laws, there would be no law enforcement, etc. Then point out that roads would be blocked from the wrecks, stores wouldn't restock items, water, power and gas companies would stop operation, people with weapons would get whatever they want, etc. The initial joy of no limits soon gives way to the realization that our government actually gives us more freedom by imposing democratically chosen rights and responsibilities. The challenge is to get the class to agree that government is essential if we are to have freedom and security, and that the issue then becomes what kind of government is best.

Political Problem Solving

PROBLEM

Choose a political problem. It could relate to the rights or responsibilities of citizenship, crime prevention, law enforcement, multicultural issues, environmental or economic problems, etc. Explain who is affected by it and how. What harm or injustice has been done or may be done if this problem is not solved?

RESEARCH

Find information about causes of the problem and its effects, what's been done about it, what needs to be done, etc. Use library and media resources, interviews, etc. (see Research Guide) Keep complete records of the information you get and how you got it. Find community advisors to help with your research and problem solving.

POINTS OF VIEW

Identify two or more points of view about the problem and explain the needs and arguments represented by each side. Your goal is to find a solution that meets the real needs of everyone involved, so you need to know what each side wants and why they want it.

CIVIC VALUES

Explain which civic values are involved in the problem. Civic values are principles that guide our public behavior, such as justice, authority and equality. Political problems often involve conflicts between civic values such as freedom for the individual and the common good for the community.

SOLUTION

Explore alternatives and develop a plan for a solution. Identify the resources and help that you will need. Define responsibilities for each member of the group. Set up a time schedule and evaluate how it's going. Keep careful records of problems, progress, and results.

HIGHLIGHTS OF PROBLEMS AND SOLUTIONS

from Active Citizenship classes, Yosemite High School, Oakhurst, CA.

Yosemite National Park Pollution	Proposal for parking lots and monorail - presented to Congressman Radanovich.
Welfare Cheating	Build apartment complex for welfare recipients; monitor eligibility, share work duties - e.g. garden, and provide employment training.
Drunk Driving	For convictions require 2 years of rehabilitation, A.A., higher fines, breath analyzer to start car.
Fire Prevention	Publish a prevention guide for local citizens.
Youth Recreation	Create a teen center with dance hall, miniature golf, and roller rink; to begin at the Oakhurst Community Center.
Pledge Of Allegiance	Wrote a coloring book on the meaning of the Pledge for elementary students, published and given to local schools.
Drugs On Campus	Dog program for illegal drugs - proposed and implemented.
Environmentalist/Logger Conflict	Organized a meeting with US Forest Service, lumber mill owner, and attorneys; proposal to Congressman Radanovich.
Food For The Hungry	Food and clothing collection drives for local church sponsored distribution center.

Student Quotes

"Today many of us forget that liberty is the power to change things. People think liberty is doing what you want to do, but liberty is more than that; it's also power to choose things and change them."

"This project taught me that, just because I'm only a teenager, it doesn't mean I can't take action in the community. Political problem solving was a great way to learn to have some initiative."

"If we educate people on the values, rights and responsibilities our country was founded on, then our country could become great again."

"It is our responsibility to correct problems."

"When you look at a problem, you have to look at other people's points of view."

"I learned that the more you work together, the more you will get done."

"You wouldn't believe all the ideas people came up with to make this community better."

CONSIDER THESE TOPICS FOR PROBLEM SOLVING AND COMMUNITY SERVICE

VIOLENCE PREVENTION/MEDIATION	PEOPLE IN NEED, E.G. HUNGER	CHILD/SPOUSAL ABUSE
TRANSPORTATION/COMMUNICATION	CIVIL LIBERTIES/LEGAL RIGHTS	SCHOOL PROBLEMS
MULTICULTURAL COOPERATION	CREATING JOB OPPORTUNITIES	HEALTH SERVICES
UNFAIR LAWS, POLITICAL CORRUPTION	ENVIRONMENTAL ISSUES	RECREATIONAL NEEDS
AGRICULTURAL PROBLEMS, E.G. WATER	PREJUDICE, E.G. RACISM, SEXISM	COMMUNITY GARDEN

Research Methods 3

Purpose

To teach the skills of community research and provide guidelines for this process.

Lesson

Research Methods (discussion of student handout)

One of the keys to success in this project is to guide students in successful research. You need to assess their skill level to determine how much direction and guidance you should give. Students may be reluctant to ask for information from adults. It is vital for them to be assertive if they are going to find the information and ideas that they need to complete this assignment. You, and they, will be surprised at how much information is available if you take the time to look and ask for it. Emphasize the fact that each source often leads to other sources so the research will expand. For this reason, be careful to guide groups to define their problem clearly. It is often necessary to narrow the topic to a specific issue to focus the research.

Every group should include interviews as part of their research. Explain the instructions for interviews described in the student handout, Research Guide. Tell them that an interview could be as simple as a telephone call to ask for information or names of people or a meeting with someone to ask a list of prepared questions. The key is for the students to be clear about the information or ideas they are looking for. It is vital to guide them to formulate appropriate questions. Another essential issue is to emphasize respect for the people they talk to. Sometimes it is hard for students to be respectful if they strongly disagree with a person's opinions or if they feel prejudice toward the person.

An important issue to be aware of is legal liability. Be sure students understand the rules and laws related to the research methods on the student handout. They must get your approval on questions for interviews or surveys. They must also get your approval if they go into the

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community for their research, and you may want to require signed parent permission for those activities, especially if there is any danger in your community that may put students at risk. Also be sure administrators and parents are informed of the purpose and methods of this project.

If you are fortunate enough to have a librarian in your school, set up a session in the library for him or her to show students how to do research there.

- Pass out the student handout, Research Guide and discuss it carefully with the class.

Research Guide

ORGANIZE YOUR PROJECT

Meet with your group and take notes on what you already know about the problem that you will research. Divide the project into parts, one for each member of the group. For example, for youth violence, the parts could be:

1. Get the law enforcement point of view,
2. Get the point of view of angry young people,
3. Identify what is being done by schools, community, churches, etc. and
4. Research the problem at the city, county, state, and national level.

This doesn't mean that each person works alone, but they do take responsibility for making sure their part is done well. It is more effective, and more fun, to work together on this. For each part, the group should brainstorm ways to find that information. Consider interviews, surveys, library resources, newspapers (including past issues), private organizations, government agencies, experts, on-line sources, etc. Ask your family, friends, and teachers for advice.

GUIDELINES FOR RESEARCH

1. It is essential that you document (write detailed notes on) all the information you get and especially the sources of the information.
2. When you get information, take the opportunity to ask people if they can recommend other sources of information or possible solutions.
3. When doing research in the community, it is very important that you don't go alone, for safety reasons. Check with the teacher before going out into the community.
4. Before you do an interview or survey, you must get the teacher to approve the questions.
5. Consider how you will present your project to the class. It helps to have pictures or video of your project, if you can get a camera.

INTERVIEW

Think about what information you want and write questions to ask. The teacher may help you clarify your questions when you turn them in for approval. Decide how to record the answers. The best way is to record the interview on audio or video tape, if you can get the equipment. You must first get the permission of the person to be interviewed. You can record the answers by taking notes. It's best to have one person asking questions and another just taking notes. Ask at least one open ended question, inviting the person to share his or ideas, opinions and feelings about the problem. Remember that you are there to listen and get information. If you cannot arrange a meeting, you may consider a phone interview to get the information.

SURVEY

Decide what information you want and write brief, clear questions. Consider whether you want facts or opinions and how you will analyze the answers. Multiple-choice questions are much easier to analyze than open-ended questions. Your teacher can help with wording the questions when you turn them in for approval. Consider how to distribute the survey. If you do it at school, a shopping center, or another public location, you must first get permission from the authorities. Be prepared to spend time counting all the responses and evaluating the results.

GOVERNMENT SOURCES

Public officials and government agencies are committed to serving the public. You will be surprised how much information is available by asking the right people. At the city and county level there are elected representatives and many agencies, related to police, environment, business, youth, etc. You should learn how to contact your representatives to state and federal legislatures both to get information and to express your opinion on current issues. The key is to be clear about the information you want and then to ask for it. Look in the telephone book section on government; city, county, state, and U.S. to get contacts for your search.

LEGAL ISSUES

If the problem includes legal questions, you need the advice of a lawyer or judge. Call the county Bar Association to get the name of an attorney or judge who will help you. If the problem involves crime and law enforcement, be sure to call the local sheriff or police department for someone to be an advisor for your group.

ORGANIZATIONS

There are private organizations, churches, and community groups working on issues related to the problem. Think of key words for your topic and look them up in the index of the telephone book. Your teacher or librarian can help.

EXPERTS

There may be people in your community who have become an expert on the topic you are researching. Consider what department at a college would relate to the problem, ie. Social Science or Criminology for youth violence. Call the department office and ask to speak with an expert on that topic. Call the local newspaper and talk to a reporter who covers your topic and ask them who the experts are.

LIBRARY

Ask the Librarian for help finding resources and experts in your community. Be sure to look at related articles in periodicals (magazines) as well as books. If you have access, use a computer with a phone modem for an on-line search for information about the problem.

Creative Problem Solving

4

Purpose

To teach creative approaches to problem solving that meet the needs of all the people involved. NOTE: this lesson should come after most of the research is completed, several weeks into the unit.

Historical Perspective

Most of the conflicts in history have ended with one side winning and one side losing. Wars are an obvious example. Our legal system is based on two sides competing to win the case and defeat the opponent. Sports is another example of win/lose competition. In these examples, it would be seen as weakness to consider creative alternatives to the win/lose outcome. This competitive attitude is deeply ingrained in our culture and it is a challenge to get students to think about win/win solutions to problems that meet the needs of all the people involved.

Lesson

Creative Problem Solving (brief lecture and cooperative learning activity)

At the beginning of this lesson write on the blackboard, 1 + 1 = 4. Tell the class that the explanation will come later.

Explain the history of competitive win/lose problem solving and introduce the possibility of win/win solutions. For example, recently a military action by U.S. Marines in Haiti was avoided by successful negotiations between the military dictator and representatives of the elected president Aristide. In many legal conflicts, mediation is being used to resolve the issues in a way that is acceptable to both sides.

With political problems, there are always people with conflicting points of view, who have legitimate needs. For example, a man living at the entrance to a town had lots of used appliances for sale in his yard. The Chamber of Commerce complained that this was the first view of drivers coming into town and demanded that the man build a

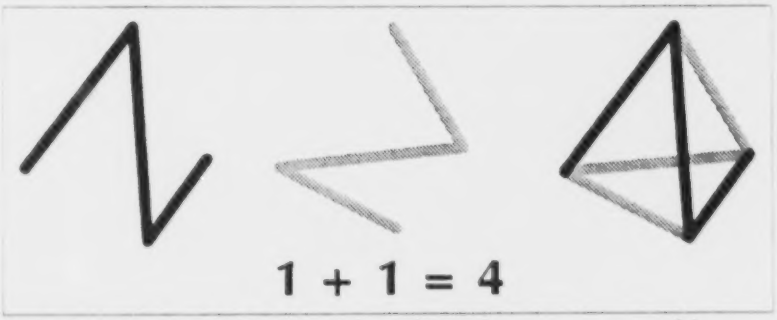
fence to make it more attractive. The man refused, saying he couldn't afford it and they had no right to tell him what to do on his private property. Both sides had real needs. They could have fought about it in court, but instead they came up a creative solution. The Chamber paid for the new fence and the man agreed to put it up. This is an example of a win/win solution. With political problems, the first priority should be to find a solution that meets the needs of everyone involved. Only if that is not possible, should a win/lose solution be considered.

Finding a win/win solution involves two parts. First, identify the different points of view and the concerns, needs, and values involved in those points of view. With the example of the Chamber conflict, the man could not afford a new fence and he wanted to protect his freedom to choose what to do on his private property. The Chamber was concerned about its freedom to make a good impression on potential customers and to promote the common good (general welfare) in terms of creating an attractive appearance in the town. Students will need to identify the concerns, needs, and values of people involved in the political problem they have chosen.

Make experiments and discover the truth...Some combinations have such logic and integrity that they work coherently despite non-working elements.

BUCKMINSTER FULLER

The second part of creative problem solving is to look at the situation from creative points of view. This may require some more examples and practice. One of the best examples comes from Buckminster Fuller, who invented the geodesic dome. He described the concept of synergy, in which the creative possibilities of the whole are much greater that the sum of its parts. "Synergy reveals a grand strategy of dealing with the whole instead of ...just with parts." Tell the class that you can prove that 1+1=4. Take six straws and tape them together into two equilateral triangles. Hold them up to the class and ask if anyone can add these two triangles together to make four triangles the same size as the original two. Some students may try it and one may even get the answer. Undo one intersection of each triangle and tape the two parts together to make a tetrahedron, as shown in the diagram.



Explain that this is not just a trick. This is how atoms combine to form stable molecules, and this geometry was used to create geodesic domes.

Introduce the cooperative learning activity. Tell the class that you will give each group a worksheet with problems that require creative solutions. Then they are also expected to brainstorm creative solutions for the political problem that they are analyzing. Challenge them to find a solution that meets the needs of everyone involved. Give one worksheet to each group and monitor their progress. When they are done, have each group report their answers to the class and discuss.

SOLUTIONS TO WORKSHEET PROBLEMS

1.

2. The beggar was a woman.

3. The sons asked a wise man in the village for help. He loaned them a camel which made a total of 18. One half is 9, one third is 6 and one ninth is 2, which left his camel.

We may be seeing the beginnings of the reintegration of our culture, a new possibility of the unity of consciousness...It will recognize the multiplicity of the human spirit, and the necessity to translate between scientific and imaginative vocabularies.

ROBERT BELLAH
BEYOND BELIEF

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Creative Problem Solving

recorder _____

reporter _____

others _____

_____

1. A farmer wants to plant six trees in three straight rows with three trees in each row. Show how he could do it.

2. A beggar's brother died, but the man who died had no brother. How could this be?

_____

_____

_____

_____

3. An old Arab died and left 17 camels to his three sons. The will said that one half of the camels were to go to the oldest son. One third of the camels were to go to the second son and one ninth of the camels to the youngest son. How could the camels be fairly divided according to the will?

_____

_____

_____

_____

_____

4. Briefly state the political problem your group is working on and describe at least one creative solution.

U. S. Civic Values 5

Purpose

To learn the fundamental civic values incorporated into the Declaration of Independence, the Preamble to the Constitution, and the First Amendment.

Historical Context

Civic values are the principles that guide both the government and the public behavior of the people. They define the rights and responsibilities of citizenship. The civic values incorporated in our Constitutional democracy are derived from many sources. The first idea of justice came from the Code of Hammurabi almost four thousand years ago (an eye for an eye and a tooth for a tooth.) The ancient Greeks established the first democratic government. The Roman Empire developed a legal system to protect the rights of citizens and defined the purpose of government, and citizenship. Significant contributions in the articulation of civic values came from the Enlightenment philosophers in the seventeenth and eighteenth centuries. They believed that people are born with certain natural rights, given by God, that no one, including the government, should violate. John Locke defined them as life, liberty and property. Philosophers, such as Thomas Hobbes and Jean-Jacques Rousseau, described equality, democracy and protection from harm by others as other natural rights. The ideal of the Enlightenment philosophers was to define the natural rights of people and the civic values of a new kind of government that would allow the people to develop their full potential.

The Founders of the United States studied these historic examples and ideas before they declared independence and created the government of this nation. The Declaration of Independence, the Preamble to the Constitution, and the First Amendment contain references to the civic values on which this nation was founded. It is vital that citizens understand not only the structure and laws of our government, but especially the purpose and civic values that our government represents.

The same revolutionary beliefs for which our forebears fought are still at issue - the belief that the rights of man come not from the generosity of the state but from the hand of God.

PRESIDENT JOHN F. KENNEDY, 1961

Our society was founded upon such principles as justice, liberty, government with the consent of the governed, and equality under the law; the result of ideas descended directly from great epochs in Western Civilization...These ideas...are the glue that binds together our pluralistic nation.

WILLIAM BENNETT
TO RECLAIM A LEGACY: A REPORT ON THE HUMANITIES IN HIGHER EDUCATION

Lesson

U.S. Civic Values: (brief lecture, group activity, and class discussion)

The virtue of the citizen...provides the basis of protection for the inalienable freedom and the fundamental equality of all citizens.

RAGHAVAN IYER
NOVUS ORDO SECLORUM

Explain the meaning of the term "civic values." Civic derives from the Latin word "civicus", which refers to a citizen and the qualities and rights of citizenship. Values refer to things, ideas, or principles that are most important to people. It helps to distinguish between personal values, which include family, cultural and religious beliefs, and civic values, which represent the most important principles that guide our government and how citizens act in public. Civic values also include community standards or values that citizens traditionally hold in high esteem, such as honesty, caring for people in need, and respect for the environment.

Briefly describe the history of civic values in Western Civilization as mentioned above. Explain that the students are to identify the civic values of the United States by analyzing three of the founding documents. Copy and cut the three quotes provided in the handout so that one third of the class will have one of them to analyze. Divide the class into six groups and give each group one quote. Tell the groups to study the quote and write down the civic values to which it refers. Tell them to write a one sentence definition of these civic values.

(see end of chapter for handout master)

The Preamble to the Constitution

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

From the Declaration of Independence

We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

The First Amendment of the Constitution

Congress shall make no law respecting an establishment of religion, or

prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Have each group report their list and write the civic values on the blackboard. Discuss differences between groups that had the same quote. Be sure the class understands the meaning of these terms. There are many opportunities here for dialogue and interpretation.

Discussion

1. Which of these civic values are the most important? (prioritize)

2. Consider the implications of ensuring domestic tranquillity. What should we reasonably expect from our government to protect us from harm by others?

3. Challenge them to analyze the phrase "promote the general welfare." Refer to the concept of the common good and the responsibility for the government and its citizens to sacrifice self-interest when the welfare of the whole nation is in danger. Emphasize that a unique feature of our democratic system is the protection of citizens, even from decisions of the majority.

No free government, or the blessings of liberty, can be preserved to any people, but by a firm adherence to justice, moderation, temperance, frugality, and virtue, and by frequent recurrence to fundamental principles.

GEORGE MASON, 1776

Extensions

1. Tell the class they have to use their imagination for this activity. Have them imagine that Thomas Jefferson, Ben Franklin, and George Washington have been brought in a time machine to their classroom. Imagine that they spend a week looking at what the U.S. is like now, including television, driving, computers, news, political, economic and social problems. Then imagine that they visit your school and share their opinions with your class. What would they think of our nation now? What advice would they give to your generation? This could be an essay, cooperative learning task, or class discussion.

2. Study the entire Declaration of Independence, the Constitution, and the Amendments. Evaluate the civic values and how they have been integrated into our system of government.

3. Consider whether there may be civic values that should be added. Consider the need for a balanced budget, environmental protection, international responsibilities, etc.

Respect and responsibility are the 'fourth and fifth R's' that schools...must teach if they are to develop ethically literate persons who can take their place as responsible citizens.

THOMAS LICKONA
EDUCATING FOR CHARACTER

The "traditional values" that schools should promote are the common civic values that underlie our democratic constitutional order.

R. FREEMAN BUTTS
THE MORALITY OF DEMOCRATIC CITIZENSHIP

4. Make copies of the Civic Values Interview (student handout) and give it as a homework assignment. On the day that students bring them back, have a long sheet of butcher paper or use the blackboard to make three large areas with each of the questions at the top. Provide felt pens or chalk and tell the students to come up, a row at a time, and write the answers they got from their parent. Tell them, if the answer is already there, to put a check mark to indicate another similar response. When the class is done, lead a discussion on the responses. This is a powerful way to invite parent input and dialogue with students about these issues.

The Preamble to the Constitution

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

From the Declaration of Independence

We hold these truths to be self evident, that all men are created equal, that they are endowed by their Creator with certain inalienable rights, that among these are life, liberty and the pursuit of happiness. That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed.

The First Amendment of the Constitution

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

Assignment: Interview a parent or another adult

Ask these questions and write their responses.

1. What are the most important civic values that are the foundation of our democratic system of government?

2. How well is our nation living up to those civic values? What are the primary problems that need to be solved?

3. What advice would you give to the generation in school now, in relation to becoming prepared to meet the challenges that they will face as adults?

Great Seal Of The U. S.

6

Purpose

To teach the meaning and significance of the Great Seal of the U.S. and to challenge students to relate the vision of the Founders to our current political situation.

Historical Context

On July 4, 1776, when the Founding Fathers signed the Declaration of Independence, they also appointed a committee to create a Great Seal to represent the ideals of the new government that they were going to create. Thomas Jefferson, John Adams and Benjamin Franklin worked on ideas and symbols for the Seal. Ben Franklin proposed the turkey for the national bird, because of the first Thanksgiving. He was overruled and the eagle was chosen. The first proposal for a motto was "Rebellion to tyrants is obedience to God." It was rejected for the current national motto "E Pluribus Unum." The official design for the Great Seal of the U.S. was approved by Congress in 1789. However, only the front (the eagle side) was used as an official seal of the nation because there was suspicion that the symbols on the reverse side (with the pyramid) were occult. The word "occult" means hidden. These were in fact symbols from the fraternal organization, called the Freemasons, or Masons, of which many of the founders were members. Part of the suspicion was due to evidence that some Masonic Lodges discriminated against minorities and Catholics. The people of this nation never saw the reverse side until Franklin D. Roosevelt, with Congressional approval, had it printed on every dollar bill in 1935. To this day, most Americans have no idea what the symbols and Latin phrases actually mean.

We have it in our power to begin the world again...the birthday of a new world is at hand.

THOMAS PAINE

When learning about the history of the Great Seal, it is essential to understand the influence of the Freemasons in the eighteenth century . They claim to be the oldest fraternal service organization, going back to King Solomon or before. They seek to understand the wisdom of religion and philosophy and to serve humanity. (Author's note: I am not a member of this organization, but I have learned much from my grandfather, who was a Masonic leader, and from my research.) Many

Freemasons have no principles or practices that are inconsistent with religion and good manners.

BENJAMIN FRANKLIN

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Freemasons were leaders of the Enlightenment in Europe, and those in the colonies were directly involved in the creation of the government of the U.S., including George Washington, Thomas Jefferson, and Benjamin Franklin. The highest officers in the Continental Army were Masons as was French General Lafayette, without whom the Revolutionary War would probably have been lost. The Freemasons claim that the Sons of Liberty, who organized the Boston Tea Party, were part of the Masonic Lodge in Boston. The Freemasons are a secret organization in the sense that their members have to be initiated before they are told the wisdom that the organization teaches and the meaning of the many symbols they use. Members are sworn not to reveal these secrets to the uninitiated.

Lesson

The Great Seal: (brief lecture and discussion)

Roosevelt...was impressed with the idea that the foundation for the new order of the ages had been laid in 1776, but that it would be completed only under the eye of the Great Architect. Roosevelt, like myself was a 32nd degree Mason. He suggested that the Seal be put on the dollar bill.

HENRY A. WALLACE, SECRETARY OF AGRICULTURE IN 1934

Explain the context to the class, in which the Founding Fathers appointed the committee to create a seal with words and images to represent the purpose of the new nation they were creating. At that same meeting, when those men signed the Declaration of Independence, they knew that they were committing treason against King George and that they were risking their lives. They knew that the British army would be after them and whatever army they could quickly put together. You may want to explain who the Freemasons are and how that organization was involved in the founding of our nation. Tell students that some people are suspicious of a "secret" organization such as this and that is why the front and back of the Great Seal were not printed for the public on the dollar bill until 1935. It is important for citizens to be aware of the purpose of their nation as it was conceived in the minds of the Founders and to understand the meaning of the symbol that represents their nation.

Ask students to get out a dollar bill, if they have one, and hold up an enlarged image of the Great Seal as you explain the meaning of the words and images.

(See Page 6.7 for handout master)

The front of the Seal features the eagle, an ancient symbol of great vision and spiritual wisdom. The olive branch in the eagle's right talon symbolizes peace. The arrows in the left talon represent the power of war for defense. The fact that the eagle faces the olive branch indicates that the primary aim of the United States is to maintain peace. The Eagle carries a banner with the national motto, "E

Pluribus Unum", which means in Latin, from many into one. This refers to the people and states acting as one. It is the principle of unity and cooperation. The crest over the eagle's head includes a golden glory, with 13 stars in the design of a six pointed star, symbolizing a divine plan in heaven for the United States of America.

The reverse side of the Seal features the pyramid, symbol of stability and the connection between heaven and earth. It also represents the building of a strong government, composed of building blocks of citizens. On the foundation of the structure are the Roman numerals for 1776, representing the revolutionary efforts and principles that were manifest that year. The pyramid is unfinished, indicating that the vision of America could not be completed by that generation. It is a challenge to future generations to contribute to the great work of building a nation based on liberty and unity. At the peak of the pyramid is a golden glory around the "Eye of Providence," symbolizing the divine vision of God guiding the building of this nation. The Latin phrase at the top, "Annuit Coeptis," means God is guiding us. The phrase "Novus Ordo Seclorum" at the bottom means new world order or new order of the ages. The Founders believed that 1776 was a turning point in history and that America would be the leader of a new world order based on the idea that, around the globe, inspired free individuals would work together to create governments that would really meet their needs.

We will all hang together or we will all hang separately.

BENJAMIN FRANKLIN

Discussion

1. What was the vision of the Founding Fathers in terms of the principles this nation was to be based on?

2. What was the vision of the Founding Fathers in terms of the role of this nation in the world and in history?

3. Why do you think many people, even Congress, were afraid to print both sides of the Great Seal until 1935? (Note: many of the symbols were occult in the sense that their meaning was hidden from people. It was not public information. For more about this topic, see America's Secret Destiny, Spiritual Vision and the Founding of a Nation, by Robert Hieronimous, Destiny Books, 1989, One Park Street, Rochester, VT 05767, 301-367-7300.

4. Why did the founders pick "E Pluribus Unum" for our national motto? Think of examples from history when we lived up to that motto, ie. Revolutionary War and WWII. Think of examples when we didn't live up to it, ie. the Civil War and the Vietnam War. Are

we living up to it in our community/nation today?

5. Are the symbols and Latin phrases relevant to us today or should the Great Seal be revised? If so, how? (see extension 1.)

Extensions

We would do well to remember that E Pluribus Unum remains a fragile experiment sustained only by a virtuous citizenry.

CHARLES HAYNES
COMMON GROUND

1. Have groups of students decide how the Great Seal could best be revised with words and symbols that retain the original intent of the Founders. Provide white paper and colored pens or crayons. (Examples are included on page 6.8.) Have each group explain their new version to the class. Consider posting the best ones and dialogue to explore whether the class can reach a consensus on the best words and images.

2. Evaluate the reasons for the three mottos on every U.S. coin (Liberty, E Pluribus Unum, and In God We Trust. (Note: The phrase, In God We Trust, was first used during the Lincoln Administration and not printed on currency or coins until early this century). Consider whether most citizens understand what they mean. As a class or in groups, design a public education campaign for that purpose.

E PLURIBUS UNUM

ANNUIT COEPTIS
MDCCLXXVI
NOVUS ORDO SECLORUM

Great Seal Of The U. S.

The front of the Seal features the eagle, an ancient symbol of great vision and spiritual wisdom. The olive branch in the eagle's right talon symbolizes peace. The arrows in the left talon represent the power of war for defense. The fact that the eagle faces the olive branch indicates that the primary aim of the United States is to maintain peace. The Eagle carries a banner with the national motto, "E Pluribus Unum", which means in Latin, from many into one. This refers to the people and states acting as one. It is the principle of unity and cooperation. The crest over the eagle's head includes a golden glory, with 13 stars in the design of a six pointed star, symbolizing a divine plan in heaven for America.

The reverse side of the Seal features the pyramid, symbol of stability and the connection between heaven and earth. It also represents the building of a strong government, composed of building blocks of citizens. On the foundation of the structure are the Roman numerals for 1776, representing the revolutionary efforts and principles that were manifest that year. The pyramid is unfinished, indicating that the vision of America could not be completed by that generation. It is a challenge to future generations to contribute to the great work of building a nation based on liberty and unity. At the peak of the pyramid is a golden glory around the "Eye of Providence," symbolizing the divine vision of God guiding the building of this nation. The Latin phrase at the top, "Annuit Coeptis," means God is guiding us. The phrase "Novus Ordo Seclorum" at the bottom means new world order or new order of the ages. The Founders believed that 1776 was a turning point in history and that America would be the leader of a new world order based on the idea that, around the globe, inspired free individuals would work together to create governments that would really meet their needs.

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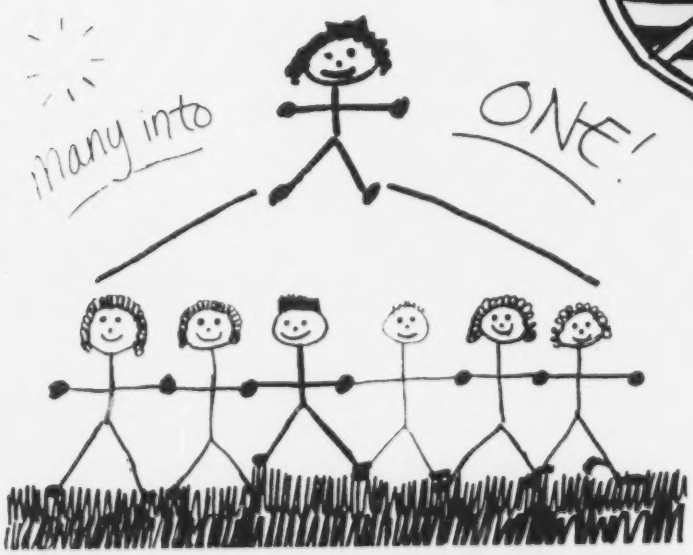
Together as one
Peace on Earth

life liberty happiness

ANNUIT COEPTIS
E PLURIBUS UNUM
IN GOD WE TRUST


many into
ONE!

FROM MANY
INTO ONE
IN GOD
WE TRUST
PEACE
EQUALITY
JUSTICE

Religious Freedom 7

Purpose

To teach the meaning of the "free exercise" and "no establishment" clauses of the First Amendment, the role of religion in U.S. government and public schools, and to encourage greater appreciation of the principle of religious freedom.

Religious liberty, or freedom of conscience, is a precious, fundamental and inalienable right. A society is only as just and free as it is respectful of this right for its smallest minorities and least popular communities.

CHARLES HAYNES
COMMON GROUND

Historical Context

The government of the U.S. was the first to allow citizens the freedom to worship any religion and to refuse to promote any one religious doctrine or organization over others. In previous governments, a king or tyrant would rule the people and impose his own religion. Millions of people were killed in the Crusades, the Inquisition, the religious wars after the Protestant Reformation, and the conquest of the Americas because the "enemies" worshipped the "wrong" religion. In this century, from the Nazi Holocaust to the "ethnic cleansing" in Bosnia, people suffer from religious discrimination and persecution. The Founders of this nation came up with a radical new idea to allow citizens to follow their own conscience instead of what leaders tell them.

In the first hundred and fifty years of our national history, there was a clear preference for Protestant Christianity in the prayers and speeches of public officials and in the public schools. The Bible was often used as the primary text and mandatory prayers were given in public schools. As the population became more diverse in ethnic and religious traditions and as the Supreme Court became more literal in its interpretation of the First Amendment, there has been a pendulum swing away from religious influence in government and public schools. In the past few decades, texts and curriculum in public schools have generally avoided religion, even as an influence in history. Most political and educational leaders agree that the pendulum has swung too far in the direction of avoidance. The First Amendment does not mean separation of religion and government. There is a balance that must be maintained.

Can the biblical wisdom which played such a formative part in the very founding of your country be excluded from...debate?...Would not doing so mean that tens of millions of Americans could no longer offer the contribution of their deepest convictions in the formation of policy?

POPE JOHN PAUL, 1995

On the bicentennial of Virginia's call for a Bill of Rights, in 1988, more than 200 political, religious, and other leaders came together to

write The Williamsburg Charter, which defines that balance and renews the importance of religious convictions in the civic life of our nation:

God, who gave us life, gave us liberty. Can the liberties of a nation be secure when we have removed a conviction that these liberties are the gift of God?

THOMAS JEFFERSON

> The Charter sets forth a renewed national compact, in the sense of a solemn mutual agreement between parties, on how we view the place of religion in American life and how we should contend with each other's deepest differences in the public sphere. It is a call to a vision of public life that will allow conflict to lead to consensus, religious commitment to reinforce political civility... The No Establishment clause separates Church from State but not religion from politics... The Free Exercise clause guarantees the right to reach, hold, exercise or change beliefs freely... We are firmly persuaded that these principles require a fresh consideration, and that the reaffirmation of religious liberty is crucial to sustain a free people.
>
> COPY OF THE WILLIAMSBURG CHARTER SUMMARY OF PRINCIPLES AND PARTIAL LIST OF SIGNERS IS INCLUDED AT THE END OF THIS CHAPTER.

Lesson

Religious Freedom: (brief lecture and cooperative learning activity)

One of the most important and least understood liberties established in the First Amendment is the freedom of religion. "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof..." It is essential to understand the two dimensions of this statement. The "no establishment" clause means that the government, including public schools, cannot establish or promote any one religious doctrine, church, or even religion in general. The "free exercise" clause means that citizens have the right to express, worship, or practice any religious beliefs they choose, or none at all. The challenge is to balance these two aspects of religious freedom.

History, literature, music, and art teachers can and should teach about the important contributions and influences of religious traditions of the past and present, as long as they don't promote one as the only true one or make disrespectful comments about them. Public schools also cannot promote religion by initiating school prayers, as the Supreme Court decided in Engel v. Vitale in 1962. On the other hand, students have the right to "exercise" their religion freely. They can read sacred books or pray as long as it doesn't disturb other people or disrupt the educational process. They can talk about their religious convictions, even in class, as long as it relates to the topic being dis-

cussed and does not distract from the educational purpose of the lesson.

In 1971, the Supreme Court came up with criteria to evaluate cases involving the "no establishment" clause in Lemon v. Kurtzman. To pass the so called Lemon Test, a government action must "1) have a legitimate secular purpose, 2) have a primary effect that neither advances nor inhibits religion, and 3) not foster excessive entanglement between government and religion. (see student handout)

Introduce the cooperative learning activity. After a brief lecture on the above topics, pass out the student handout on the Lemon Test and be sure they understand what each phrase means. In groups of 3-5 students, have them apply the Lemon Test to the situations presented as if they were the Supreme Court. Groups should be encouraged to explore the opinions of each member and discuss each situation until a consensus is reached. Then the group answer should be recorded on the worksheet.

When the groups are finished or when group work time comes to a close, lead a class discussion of the results. For each situation, have the groups report their answers. Identify similarities and explore differences.

It is important to end the discussion by stressing the significance of the freedom of religion clauses of the First Amendment. To encourage freedom of conscience, we have to be careful to allow both the free exercise of religion and to avoid any government institution promoting or imposing religious beliefs or practices on citizens.

What should be remembered is that the extraordinary diversity of religious and secular beliefs in the nation makes governmental neutrality in religious matters essential to social harmony.

CHARLES HAYNES
LIVING WITH OUR DEEPEST DIFFERENCES

Extensions

1. Have groups come up with their own situations to be evaluated according to the Lemon Test, either by other groups or by the whole class.

2. Invite local religious and educational leaders and attorneys to a panel discussion on the issue of prayer in public schools. Use reference material from Freedom Forum First Amendment Center, Vanderbilt University, 1207 18th Avenue, South, Nashville, TN 37212, 615-321-9588.

3. Get summaries of related Supreme Court cases, ie. Lemon v. Kurtzman or Engel v. Vitale, and have students evaluate the different points of view and the implications of the decision.

recorder_____ reporter_____

others_____

In 1971, the Supreme Court came up with criteria to evaluate cases involving the "no establishment" clause in Lemon v. Kurtzman. To pass the so-called Lemon Test, a government action must:

1) have a legitimate secular purpose,
2) have a primary effect that neither advances nor inhibits religion
3) not foster excessive involvement between government and religion.

Use the 3 rules of the Lemon test to decide if these situations violate the First Amendment rule against government establishment of religion. Decide if it should be allowed; if not, why not?

A. A third grade class and their teacher in a public school want to have a Christmas celebration and sing Silent Night.

_____

_____

_____

B. A group of high school students want to use a classroom at lunch to study Satanism, which they claim is their religion.

_____

_____

_____

C. Students ask if it is OK to pray silently at the beginning of class.

_____

_____

_____

D. A teacher wants to lead a discussion of the national motto "In God we trust."

_____

_____

_____

Teacher Reference

The Williamsburg Charter was written by representatives from America's leading faiths and political perspectives and was signed in 1988 by over 200 national leaders at the 200th anniversary of the Bill of Rights.

THE WILLIAMSBURG CHARTER SUMMARY OF PRINCIPLES

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof..."

The religious liberty clauses of the First Amendment to the Constitution are a momentous decision, the most important political decision for religious liberty and public justice in history. Two hundred years after their enactment they stand out boldly in a century made dark by state repression and sectarian conflict. Yet the ignorance and contention now surrounding the clauses are a reminder that their advocacy and defense is a task for each succeeding generation.

We acknowledge our deep and continuing differences over religious beliefs, political policies and constitutional interperetations. But together we celebrate the genius of the Religious Liberty clauses, and affirm the following truths to be among the first principles that are in the shared interest of all Americans:

1. Religious liberty, or freedom of conscience, is a precious, fundamental and inalienable right. A society is only as just and free as it is respectful of this right for its smallest minorities and least popular communities.

2. Religious liberty is founded on the inviolable dignity of the person. It is not based on science or social usefulness and is not dependent on the shifting moods of majorities and governments.

3. Religious liberty is our nation's "first liberty," which undergirds all other rights and freedoms secured by the Bill of Rights.

4. The two Religious Liberty clauses address distinct concerns, but together they serve the same end- religious liberty, or freedom of conscience, for citizens of all faiths or none.

5. The No establishment clause separates Church from State but not religion from politics or public life. It prevents the confusion of religion and government which has been a leading source of repression and coercion throughout history.

6. The Free exercise clause guarantees the right to reach, hold, exercise or change beliefs freely. It allows all citizens who so desire to shape their lives, whether private or public, on the basis of personal and communal beliefs.

7. Thr Religious Liberty clauses are both a protection of individual liberty and a provision for ordering the relationship of religion and public life. They allow us to live with our deepest differences and enable diversity to be a source of national strength.

8. Conflict and debate are vital to democracy. Yet if controversies about religion and politics are to reflect the highest wisdom of the First Amendment and advance the best interests of the disputants and the nation, then how we debate, and not only what we debate, is critical.

9. One of America's continuing needs is to develop, out of our differences, a common vision for the common good. Today that common vision must embrace a shared understanding of the place of religion in public life and of the guiding principles by which people with deep religious differences can contend robustly but civilly with each other.

10. Central to the notion of the common good, and of greater importance each day, because of the increase of pluralism, is the recognition that religious liberty is a universal right joined to a universal duty to respect that right. Rights are best guarded and responsibilities best exercised when each person and group guards for all others those rights they wish guarded for themselves.

We are firmly persuaded that these principles require a fresh consideration, and that the reaffirmation of religious liberty is crucial to sustain a free people that would remain free. We therefore commit ourselves to speak, write and act according to this vision and these principles. We urge our fellow citizens to do the same, now and in generations to come.

PARTIAL LIST OF SIGNERS:

President Jimmy Carter, President Gerald Ford, Chief Justice William Rehnquist, Chief Justice Warren Burger, Secretary of Education William Bennett, Senator Robert Dole, Senator Patrick Moynihan, Senator Strom Thurmond, Senator Edward Kennedy, Archbishop Iakovos of the Greek Orthodox Church, Leonid Kishkovsky of the National Council of Churches, Rabbi Gilbert Klaperman of the Synagogue Council of America, Archbishop John May of the U.S. Catholic Conference, Imam Warith Deen Mohammad of the Muslim American Community, Dr. Adrian Rogers of the Southern Baptist Convention, Dr. John White of the National Association of Evangelicals, Bishop Seigen Yamaoka of the Buddhist Church of America, Dr. James Dobson, Phyllis Schlafly, Norman Lear (People for the American Way,) Dr. Ernest Boyer, Dr. David Gardner, Albert Shanker (American Federation of Teachers,) Lane Kirkland (AFL-CIO,) Robert MacCrate (American Bar Association,) Dr. Benjamin Hooks (NAACP,) and Beverly LaHaye (Concerned Women for America.)

(Note: for more information, contact Freedom Forum First Amendment Center, Vanderbilt University, 1207 18th Avenue, South, Nashville, TN 37212, 615-321-9588

Dialogue 8

Purpose

To teach the meaning and importance of critical thinking and dialogue when discussing controversial issues and political problems, with guided practice.

Historical Context

More than 2,000 years ago, the ancient Greek philosophers developed a method of communicating, to explore different points of view and seek a better understanding of the truth, which is called dialogue. In Athens, this reasonable search for wisdom became the ideal of their society and led to development of the first democracy, a government of citizens ruling themselves based on a public dialogue about the political issues of their community. The followers of the famous philosopher, Socrates, began the first college, called the Academy. It lasted more than 500 years and became the model for higher education. In many other cultures, such as the Iroquois Confederation, decisions were made after a dialogue which led to an agreement of the leaders. Even before the American Revolution, there was a tradition of "town meetings" in which citizens came together to examine problems and dialogue about alternative solutions. It should be noted that of these examples, only the Iroquois allowed women to participate in the dialogue.

The philosophic skill of dialogue has been emphasized in most institutions of higher learning, from the time it was revived in the Renaissance. This is the preferred methodology of the best university seminar courses and advanced placement courses in high schools. However, the methodology of most K-12 classes emphasize rote learning and the recall of facts and concepts. In the past decade there has been a strong movement by educational leaders to teach critical thinking and cooperative learning skills at all grade levels. It became clear that for students to become lifelong learners, to make responsible decisions, and to solve problems, they had to learn to think critically and creatively, as well as to able to collaborate with others in problem solving. Although sometimes referred to as just more new trends, critical

Find value in divergence, remain open to reflection on (your) own thinking, see the complexities of human experience, and yet appreciate its commonalities.

SHELDON BERMAN
EDUCATING FOR SOCIAL RESPONSIBILITY

thinking and cooperative learning are derived from dialogue, which has been the essence of good education for more than 2,000 years. We're just getting back to basics.

Real dialogue, engaging diverse perspectives, is the only way to transform our public values from useless cliches to useful guides.

FRANCIS MOORE LAPPÉ AND PAUL MARTIN DU BOIS
EDUCATION FOR DEMOCRACY: PUBLIC LIFE, PUBLIC VALUES, AND POWER

One of the sources of anger by citizens in this country is the descending level of debate on political issues before elections. More and more, campaigns seem to focus on oversimplifying solutions, glorifying candidates, and degrading the opponent. Voters often see only short video clips on which to make decisions about critical issues. There is a growing agreement that politicians and citizens need to go beyond superficial debate and engage in serious dialogue about political problems with a real commitment to searching for long-range solutions.

Lesson

Dialogue (lecture, group activity, and class discussion)

Discuss the importance of citizens being able to discuss controversial issues in a reasonable and respectful manner in a democratic society. Consider the "mudslinging" in current political debates which seem to focus on "put downs" rather than a reasonable effort to solve political problems. Tell about the ancient Greek philosophers who developed the practice of dialogue, a method of communicating that brings people with different opinions closer to the truth.

- *Give a brief description of differences between debate and dialogue.*

Debate	Dialogue
Debate is competitive, the goal is winning.	Dialogue is cooperative, the goal is to find agreement.
In debate one listens to the arguments of the other side to find flaws and counter.	In dialogue one listens to the other side to understand, find meaning, and explore differences.
Debate defends assumptions as truth.	Dialogue reveals assumptions for evaluation.
It shows weakness to change one's position.	It is acceptable to change one's position.
Debate defends one's own position as the best possible solution.	Dialogue offers a chance of finding a better solution than either original position.
Debate creates a stubborn, closed-minded attitude.	Dialogue creates a receptive, open-minded attitude.
Debate involves criticizing people and their ideas.	Dialogue involves respecting people and their ideas.

Tell the class why it's important to understand the difference between debate and dialogue. When two people argue, they could be using either debate or dialogue. A debate usually ends with a winner and a loser or it could escalate into a fight, while a dialogue usually ends up searching for a solution, with both sides being winners. An example of debate would be two divorced parents hiring lawyers to get child custody at a court hearing. If they met with a mediator to work out a solution, their discussion would be more like a dialogue. In Congress, the Republicans and Democrats often debate, competing for power, money, and votes. Sometimes, however, they agree on the importance of a particular project or problem and they cooperate and use dialogue to create good legislation. When people with different points of view really want to understand each other and create the best possible solution to a problem, they need to know how to dialogue.

The goal of this activity is to set up group discussions that practice debate and then dialogue to experience and understand the difference. It is vital to communicate to students what you expect them to do in the groups. Many groups will have trouble going beyond debate to dialogue, which is why it is essential to lead a whole class dialogue so they all get a chance to participate in dialogue.

Part of the inimitable charm of the Platonic dialectic is that even though the ideal is remote, individuals may move steadily toward it. The characteristics of wisdom will be developed only by training ourselves in the giving and receiving of reasons.

RAGHAVAN IYER
PARAPOLITICS

Explain that the purpose of this lesson is to let students practice both debate and dialogue and to learn the difference. In groups of 4 or 6, give half the students in each group the handout on Position A and give the other half the handout on Position B.

Tell students that they don't have to agree with their assigned point of view, but they should understand it and be able to communicate it to others in the group. Give students time to read their assigned point of view.

Review the guidelines for debate and give them 10 minutes or more to practice debate, using the handouts. Monitor carefully to be sure they follow the guidelines and encourage them to compete. Ask questions like, "Which side is winning?"

Then review the guidelines for dialogue and give them 10 minutes or more to practice that. Again, monitor carefully and encourage them to cooperate. Ask, "What common ground have you found?" and "Is there a solution both sides can agree on?"

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Position A

Christopher Columbus should be considered a hero because of his great accomplishments. When most people thought the earth was flat,

he risked his life to prove his belief that it was round. His successful voyage led the way for many others to travel to America, such as the colonists who created the United States. When he discovered America, he began the relationship between Europeans and Native Americans. There have been many advantages to that relationship. The Native American tribes were great farmers and their crops, such as potatoes, tomatoes and corn have spread all over the world. The Europeans brought knowledge about science and technology. Most Native Americans would agree that it's good to have electricity, cars, and television, as well as modern medicine and hospitals. He was the first person to introduce Christianity to the millions of Native Americans. Columbus showed a lot of courage on that famous voyage in 1492, which led to great progress for both Europe and the Americas. He should be honored as a hero with a national holiday.

Position B

Christopher Columbus should not be considered a hero because of the cruel way he treated the Native Americans. On the voyage to find a trade route to Asia, he landed on a Caribbean Island and called the people Indians by mistake. The Arawaks welcomed his men and generously shared what they had. When he saw that some of the Arawaks had gold jewelry, he ordered them to get more or his men would cut off a hand as punishment. Many were killed in this way and 200 were captured to be taken back to Spain as slaves. Columbus and his men returned to make a colony and get more gold and slaves. With this cruel treatment and the diseases brought by the Spanish, the entire Arawak tribe was killed within 40 years. The European nations who colonized the Americas killed more than 50 million Native Americans and stole their land.

There may be advantages to the relationship between the different cultures of Europe and the Americas, but with the great products of industry came pollution and deforestation. The Native Americans lived here thousands of years in harmony with nature. The relationship between Europe and the Americas would have been much better without the murder and stealing led by Columbus and the conquerors who followed him. He does not deserve a national holiday.

Class Discussion

1. What were the differences between the two methods of discussing the issue?

2. Did you feel any different in debate or dialogue? Explain.

3. Ask for a student to summarize position A, and then another student to summarize position B. Ask the class what common ground, or points of agreement, they found between these two points of view. These could include the following; Columbus showed great courage to lead the expedition. Killing a whole group of people (genocide) is wrong. There are advantages of Europeans bringing Western Civilization to the Americas, such as modern science and technology. There are advantages of Native American wisdom, such as learning from and living in harmony with nature.

4. Discuss the advantages of dialogue over debate when discussing a controversial issue in class or in public meetings. (I make it clear that I expect students to dialogue when there are different points of view on issues in class. That is the best way to keep an atmosphere of trust in which all students will feel safe in sharing their views.)

We need to present multiple perspectives on problems and help (students) search for underlying sources...We need to allow them to ask the hard questions.

SHELDON BERMAN
THE REAL ROPES COURSE: THE DEVELOPMENT OF SOCIAL CONSCIOUSNESS

Extensions

1. Evaluate the process of campaigning and elections at your school. Create a way to set up a dialogue of important issues before the next election.

2. Choose other topics to practice dialogue. Consider controversial issues at school or in the community, state, or nation. You may want to invite two guest speakers to present each of two different points of view on an issue. It is best to have them come in separately and guide the students to draw out their point of view and take notes on supporting facts, ideas, and values. Be sure there is a fair presentation of each side. Then guide the class to dialogue the issue and seek a clearer understanding of it, or possibly even a creative solution.

Position A

Christopher Columbus should be considered a hero because of his great accomplishments. When most people thought the earth was flat, he risked his life to prove his belief that it was round. His successful voyage led the way for many others to travel to America, such as the colonists who created the United States.

When Columbus discovered America, he began the relationship between Europeans and Native Americans. There have been many advantages to that relationship. The Native American tribes were great farmers and their crops, such as potatoes, tomatoes and corn have spread all over the world. The Europeans brought knowledge about science and technology. Most Native Americans would agree that it's good to have electricity, cars, and television, as well as modern medicine and hospitals. He was the first person to introduce Christianity to the millions of Native Americans. Columbus showed a lot of courage on that famous voyage in 1492, which led to great progress for both Europe and the Americas. He should be honored as a hero with a national holiday.

Position B

Christopher Columbus should not be considered a hero because of the cruel way he treated the Native Americans. On the voyage to find a trade route to Asia, he landed on a Caribbean Island and called the people Indians by mistake. The Arawaks welcomed his men and generously shared what they had. When he saw that some of the Arawaks had gold jewelry, he ordered them to get more or his men would cut off a hand as punishment. Many were killed in this way and 200 were captured to be taken back to Spain as slaves. Columbus and his men returned to make a colony and get more gold and slaves. With this cruel treatment and the diseases brought by the Spanish, the entire Arawak tribe was killed within 40 years. The European nations who colonized the Americas killed more than 50 million Native Americans and stole their land.

There may be advantages to the relationship between the different cultures of Europe and the Americas, but with the great products of industry came pollution and deforestation. The Native Americans lived here thousands of years in harmony with nature. The relationship between Europe and the Americas would have been much better without the murder and stealing led by Columbus and the conquerors who followed him. He does not deserve a national holiday.

E Pluribus Unum 9

Purpose

To teach a model of effective communication and interpersonal problem solving and reasons why these skills are essential in living up to our national motto, E Pluribus Unum.

Historical Perspective

One of the greatest challenges in the development of civilization has been the resolution of conflicts and the reconciliation of diverse interests. This nation was born in a Revolutionary War, and the great differences between the colonies had to be reconciled in order to create a united front to win that war. Thus the Founders chose "E Pluribus Unum" (from many into one) to be the national motto. The idea of unity from diversity implies both the value of different perspectives and cultures and the value of working together with a common purpose.

One of America's greatest twenty-first century challenges will be to preserve pluribus amid unum and to preserve unum amid pluribus.

CARLOS CORTEZ
LIMITS TO PLURIBUS, LIMITS TO UNUM

Balancing these two civic values continues to be a challenge for the U.S. Our nation almost fell apart when different views of slavery broke out into the Civil War. We came together as one during World War II, when our nation was under attack and citizens rallied behind the government and the troops. During the Vietnam War, the nation became divided and our foreign policy was a failure. One of the lessons of the Vietnam conflict in the 1960s is that the goal of unified support for a government policy does not justify lying to the public and suppression of a legitimate challenge to that policy. Diverse political points of view in a free society must be protected, even if they are unpopular, in order to maintain a full dialogue on public issues. Diverse cultural traditions must also be respected and protected, along with the "multiculture" and common expectations for every U.S. citizen.

For conflict to lead to consensus, there must be agreement on common ideals.

CHARLES HAYNES
COMMON GROUND

Conflict between diverse groups, such as gang fights, the riots after the Rodney King incident, and terrorist bombings, threaten to destroy the "domestic tranquility" that our government is committed to protect. People are demanding more police protection and harsh penalties for

By avoiding conflict, we...lose out on its potential for being used productively...Conflict resolution is achieved when the disputants reach an agreement that they feel meets their needs.

WILLIAM KREIDLER
CONFLICT RESOLUTIONLAND

these acts of violence. This may be needed, but there is also a need to identify models of conflict resolution and to teach them to students in public schools so they may be better able to resolve conflicts and avoid violence. If citizens had the skills to appreciate diverse points of view, reconcile differences, and resolve conflicts, there would be an opportunity to realize the ideal of "E Pluribus Unum."

There is an old saying, "two heads are better than one." It seems obvious that, when people are able to combine their ideas and efforts toward a common goal, they can accomplish much more than individuals trying to force a solution. There is power in diversity and teamwork, if the individuals have the ability and commitment to appreciate their differences, transcend personal agendas, and work together to achieve a common goal. A serious challenge to our democratic system is for citizens to develop these skills and civic values.

Lesson

E Pluribus Unum (brief lecture, group activities, and class discussion)

To grasp the possibility of growth...conflict must be converted into a helpful dialogue in which one is able to recognize one's similarities to a variety of other human beings...This requires mental toughness and moral courage.

RAGHAVAN IYER
PARAPOLITICS

Discuss the meaning of E Pluribus Unum and the challenge of group and interpersonal conflict resolution in this country. Discuss the importance of two civic values, unity and diversity. We must learn to resolve conflicts peacefully and appreciate differences, if citizens will ever live up to the national motto.

Pass out and discuss the worksheet on Interpersonal Problem Solving. Emphasize the importance of communication skills and respect for the dignity of each person in the process of conflict resolution. Discuss each item to be sure students understand what it means. Sometimes it helps to consider what happens if a rule is not followed or a foul is committed. Tell students that they will need to follow these rules in the next activity.

Interpersonal Problem Solving

The goal is for both sides to win, by creating a fair solution that meets everyone's needs.

RULES

1. State your feelings using "I messages."
2. Listen with an open mind.

3. Focus on the problem, not the other person.
4. Respect the other person's feelings and ideas.
5. Take responsibility for your actions.

You cannot shake hands with a clenched fist.

INDIRA GANDHI

FOULS

1. Name-calling
2. Blaming
3. Put-downs
4. Sneering
5. Threats
6. Not listening
7. Bringing up past issues
8. Hitting, hurting, etc.
9. Refusing to seek a solution

Pass out the second handout for this lesson and discuss the Four Step Problem Solving Model. Explain that groups will have to use this model to solve problems in a way that respects the dignity of each person involved. The challenge is to respect the individuals and to create a fair solution to the problem.

Read the following conflict and lead a class discussion of how to apply the model to this case. A teacher breaks up a fight between two students. Tom said Pat was calling him names and made him mad and upset. Pat said he found out that Tom's family was on welfare and his dad said that people on welfare were lazy and they are ruining our country. Tom said his mother passed away and his dad was a disabled Vietnam Veteran and couldn't get a job.

The solution must respect both students and solve the problem. Go through steps one and two and solicit answers from the class, or explain an appropriate answer if they have difficulty.

We must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love.

MARTIN LUTHER KING

For step three, explain that brainstorming is listing any ideas that come to mind. If the class is unable to generate ideas, suggest alternatives such as asking the teacher to lead a discussion on welfare and explain how it may or may not be abused, have the boys choose an adult to help them talk it out, have each apologize and shake hands.

Have students, in groups, apply the model to the following problem; Maria, whose parents immigrated from Mexico and became U.S. citizens, argues in class that illegal immigration should be stopped, but that education and health care should not be denied to people who

cannot prove their legal status. Joe says that our country can't afford to take care of everyone and tells Maria to go back to Mexico, if she doesn't like it here. Then they start yelling at each other.

When they are finished, go one step at a time and have each group report their results. Discuss the similarities and differences and challenge the whole class to choose the best solution. This practice is important for them to see how the model works.

In all human relationships there must be a magical quality of trust...and a sense of difference spontaneously dissolves...in our social encounter.

RAGHAVAN IYER
NOVUS ORDO SECLORUM

Ask the students to suggest a real interpersonal or intergroup problem in your classroom or school that needs to be resolved. Have the groups use the model for that problem and discuss. It is most effective to bring the Four Step Problem Solving Model out periodically, when a real conflict occurs and you have time to challenge the class to apply it.

Be sure to remind students of the national motto, E Pluribus Unum, and the challenge of both unity and diversity in our nation and in our relationships.

Extensions

1. Either you or have students bring in newspaper articles with interpersonal or intergroup problems and have students apply the model to solve them.

2. Identify groups in your school or community who have an unresolved conflict. Ask representatives to come in and participate in a Four Step problem solving process with the class or selected individuals who have demonstrated mastery of the model.

3. Discuss which national problems are the result of failing to live up the national motto. Consider racism, violence, and political parties blaming each other for the national debt.

Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed.

FROM THE CHARTER OF UNESCO

4. Discuss what could be done to challenge U.S. citizens and politicians to live up to our national motto.

Interpersonal Problem Solving

The goal is for both sides to win, by creating a fair solution that meets everyone's needs.

RULES

1. State your feelings using "I messages".
2. Listen with an open mind.
3. Focus on the problem, not the other person.
4. Respect the other person's feelings and ideas.
5. Take responsibility for your actions.

FOULS

1. Name-calling
2. Blaming
3. Put-downs
4. Sneering
5. Threats
6. Not listening
7. Bringing up past issues
8. Hitting, hurting, etc.
9. Refusing to seek a solution

Four Step Problem Solving Model

recorder_____ reporter_____

others_____

1. ACKNOWLEDGE THE PROBLEM

Describe the problem from both person's point of view.

A_____ B_____

_____ _____

_____ _____

_____ _____

2. ANALYZE THE ISSUES

Identify the needs of each person.

A_____ B_____

_____ _____

_____ _____

3. EXPLORE SOLUTIONS

Identify the points of agreement. Brainstorm alternative solutions. Evaluate how they meet everyone's needs.

alternative solutions	whose needs are met
_____	_____
_____	_____
_____	_____

4. REACH AN AGREEMENT

Choose the best solution. Plan how to implement it. State what each person will do. Write the agreement and sign it.

_____

_____

_____

_____

_____

Youth Violence 10

Purpose

To teach the extent and implications of youth violence and to guide students to develop potential solutions.

Youth Violence is the single greatest problem I face.

ATTORNEY GENERAL JANET RENO, 1995

Historical Perspective

For a variety of reasons, the rate of violence and crime committed by youth has been increasing at an alarming rate. According to the F.B.I. (Uniform Crime Reports for the U.S.), in 1900, the youth homicide rate (per 100,000) was 2.1; in 1958, it was 4.5; in 1981 it was 13; and in 1991 it was 25. Juvenile violent crime rates (per 100,000) were: in 1965, 137; in 1970, 216; in 1975, 272; in 1980, 338; in 1985, 309; and in 1990, 431. Between 1982 and 1991, the arrest rate for juveniles, for murder, increased 93%; for aggravated assault, it increased 72%; and, for forcible rape, it increased 24%. More than half of all crimes in this country are committed by people between the ages of 10 and 20. A nationwide survey in 1993 by the Center for Disease Control showed that 11.8% of high school students admitted carrying a weapon to school in the previous month.

Some argue that the increase in poverty has been a significant cause of this increase in violence. One of every five children lives in poverty, according to the U.S. Department of Commerce, Bureau of the Census. Others argue that the difficulty for older teens to find a job with a livable wage encourages crime. Certainly illegal drug use and the big money that it generates are a cause. Gang violence is rapidly increasing in cities.

Schools today must lead the battle against the worst psychosocial epidemics that have ever plagued the children of our society.

PERRY LONDON
CHARACTER EDUCATION AND CLINICAL INTERVENTION: A PARADIGM SHIFT FOR U.S. SCHOOLS

Many people are concerned that criminals seem to get off with light sentences, suggesting that there is little deterrent for committing crimes. In 1954, the average time in prison for serious crimes was 22.5 days; in 1990 it was 8 days (National Center for Policy Analysis). The average sentence (in 1992) was 5 years for murder and 3 years for rape (F.B.I.). Recently Three Strikes and other voter initiatives are increasing the incarceration time for felons. That will require much more money to be spent on prisons and staff.

BEST COPY AVAILABLE

Another cause of youth violence involves changes in U.S. families. More than one third of the children are being raised by single parents (U.S. Bureau of the Census). The percentage of children born to unmarried mothers increased from 5.3% in 1960 to 29.5% in 1991. Many people think that a major cause is the decline in civic, family, and religious values. Parents spend an average of 40% less time with their children today than they did 40 years ago.

This is probably the first generation of young people in modern history...that thinks it won't do as well as its parents.

NOAM CHOMSKY

The media confront children with graphic images sex and violence. Violence shown during children's viewing times has increased to 32 violent acts per hour (USA Today, May 24, 1993). In families, schools, and communities, there seems to be an increasing disrespect for rules and authority along with the increase in violent behavior. Whatever the causes, the problem is now a crisis. The physical and psychological harm to children is incredible. An entire generation is at risk.

Lesson

Youth Violence (brief lecture, group simulation, class discussion)

Tell the class about the historical perspective and current problems of youth violence and about some possible causes. Explain that they will be doing a simulation, which requires that they use their imaginations to play a role. They will become the Board of Supervisors for their county. The topic for discussion is rising youth violence and many people in the county have been complaining that something has to be done about it! The county has a tight budget, but there is $400,000 for this challenge.

Explain that, as the Board, each group has to decide how to spend this money. The possibilities include more police, more prison space, a teen employment program, a youth recreation center, parent support programs, drug and violence prevention programs for pre-teens, or other programs that the groups think of.

Tell the students that this will be more fun and effective if they can think and act like representatives, elected by the citizens in their county to solve their problems and plan for the future. Remind them that, as part of the government, they are to uphold the Constitutional directives to promote the general welfare and insure domestic tranquility. Divide the class into groups of 5-8 students and pass out one worksheet to each group.

When the groups are done, have the President of the Board for each

group report how they spent the money and explain why.

Discussion

1. What are the primary causes of youth violence? Brainstorm and prioritize.

2. What would be the most effective solutions to this crisis?

3. Whose responsibility is it to solve this problem: national, state, or local governments, community leaders, parents, or teenagers?

4. What will happen if it's not solved?

Extensions

1. Invite a representative from the County Board of Supervisors, City Council, or Sheriff's Department to talk to the class about the ideas of the students and share their own recommendations.

2. Have students write letters to appropriate public officials with their proposals.

3. Invite school administrators and student body officers to class to discuss what could be done to reduce violence at school.

Democracy is tested, not only by its concern for safeguards, but even more by its success in peacefully resolving social conflicts and securing collective participation in a common national endeavor.

RAGHAVAN IYER
NOVUS ORDO SECLORUM

BEST COPY AVAILABLE

Congratulations! You have been elected to represent the citizens of your community to serve as members of the County Board of Supervisors.

1. Elect a President of the Board to chair the meeting _____

2. Elect a Secretary to write the minutes _____

3. Names of other Board members _____

_____

4. You have heard many citizens complain about the increase in youth violence and crime. Discuss this problem and list what you think the main causes are for this.

_____

_____

_____

_____

5. You have $400,000 left in the budget. Decide how this money should be spent to have the most impact in solving this problem. (possibilities include more police, more prison space, a teen employment program, a youth recreation center, parent support programs, drug and violence prevention programs for pre-teens, or others?)

_____

_____

_____

_____

_____

6. Considering the importance of good education for young people to learn to make responsible choices, discuss what the public schools should be doing to help meet this need. Make specific recommendations.

_____

_____

_____

_____

Racial Labels In The U. S.

11

Purpose

To teach the history and controversial issues of racial labels used in the U.S. Census and to develop a proposal for improving this process.

Historical Context

When the mapmakers of Europe tried to make sense of the ship logs of the first explorers in the early 1500s, they decided to name the "New World" after Amerigo Vespucci, mostly because of his vivid descriptions of what he saw. Since then, the word America has referred to the continents of North and South America and the contiguous islands. The word American then refers to people who live in that geographic region. There is considerable confusion, however, because these words have also been used to describe the United States and its citizens. When U.S. citizens sing "God bless America," they aren't thinking of Central and South America. Yet a Mexican citizen considers him/herself as an American.

The earliest European settlers until the mid-1700s called the native peoples "Americans." After the new government of the United States was formed, the citizens began to refer to themselves as Americans. However, the 1827 edition of Samuel Johnson's dictionary defined American as an aboriginal native of America. The term Native American emerged in this century as the racial label for native peoples of the Americas.

The categories have become less useful over time in reflecting our racial status...This is an exceptionally sensitive task.

KATHERINE WALLMAN
U.S. OFFICE INFORMATION AND REGULATORY AFFAIRS, 1994

When Africans were forcefully brought by the British, French, and U.S. slave traders to the Americas, they were labeled as the Negro race. One of the debates in the Constitutional Convention resulted in the conclusion that Negroes were 3/5 of a human being. Native Americans were not officially considered people at all, until the 14th Amendment was passed in 1868.

The nation's first census in 1790 divided the population into four groups: free white males, free white females, slaves, and other persons (including free blacks and Indians). By the early 1800s, slaves had a

further classification of "B" if they were black and "M" if they were mulatto. The mulatto label was defined in the northern states as a person having 1/4 or more Negro heritage and in the southern states as a person with any Negro heritage (the "one-drop rule," referring to a person with even one drop of Negro blood). The one-drop rule was based on the false belief that people of different races had different kinds of blood.

We are one species, one people.

RICHARD LEAKY

In 1758, Carolus Linnaeus, a Swedish scientist, published Systema Natura, in which he described homo sapiens as one species, but he tried to establish a number of subspecies, from four geographic regions: Europe, Asia, Africa, and America, plus one other category called "monstrous." It should be noted that the concept of distinct biological races was constructed by European and U.S. leaders and scientists to justify the domination of peoples in other regions and that it has no biological basis. Now, scientists acknowledge that there is only one human race with a multitude of physical and cultural variations. Politically, however, there is still much controversy about racial categories, and the issue is far from resolution.

Lesson

Racial Labels: (brief lecture, individual activity, group activity, and discussion)

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

MARTIN LUTHER KING

Tell students that there has been a lot of controversy about racial labels or categories since the founding of our nation. Explain the information about the Constitution and the first census categories mentioned above. Let them know that the census is the official government counting of the U.S. population and the results are used to determine political representation, allocation of federal and state funds, etc. This may influence the amount of money for education, health care, jobs, and police protection given to cities, counties, or states.

Pass out the handout of the categories used in the 1990 census. Ask the students to mark it as if they were filling out the official census form.

Lead a discussion on the problems associated with these categories. Ask if any of them had difficulty deciding their own category. Raise the following issues: What about Hispanic peoples from Central or South American regions? White and black are colors. Are any people really white or black? What about skin of different colors, eg., brown, tan, flesh, reddish, etc.? Why are there specific categories of Asian or Pacific Islander, which include nationalities and one state? Ask stu-

dents which category citizens should check if their ancestors came from: Mexico, Mongolia, Egypt, or Indonesia (with black skin color)? What about a citizen with one parent whose ancestors came from Africa and one parent whose ancestors came from Europe or a citizen who had ancestors from Mexico, Japan, Africa, and Europe?

Tell the students that they will have a group assignment to revise the official census categories to resolve these complications. Remind students that this information is important to government decision making in terms of political representation, allocation of money, and protection against discrimination. Groups should complete the new categories within 15 minutes and then be prepared to present them to the class and give reasons for their choices.

Americanism is a matter of the mind and heart; Americanism is not...a matter of race and ancestry.

PRESIDENT FRANKLIN D. ROOSEVELT

Monitor the groups closely and challenge them to be specific and complete. When the groups each report their results, allow for discussion of similarities and differences. Be sure to conclude with a reminder that there is only one biological human race, with a wide diversity of physical characteristics, and that we create categories for cultural, political, and economic identification for various purposes.

Discussion

1. Can we classify all people into regions, nationalities, colors, racial characteristics or cultures? Which are the most valid ways to identify or label people?

2. How do we account for people whose ancestors are from different categories? (most of us)

3. Consider whether it is still important to ask citizens to declare their "race" on the census.

4. Explain the information, described in the Historical Perspective, about the development of racial categories to justify imperialism and slavery and the scientific fact of only one human race. Discuss reasons why people may have been willing to believe this. Does it compare to racism today? Is it possible that some people get a feeling of importance and superiority when they dominate and put down a group of people with certain characteristics? Did this happen with the Nazis in Germany? Did it happen with the Europeans in the growth of Imperialism?

We want our children to recognize the multicultural character of American society... and that our national history is the complex story of many peoples in one nation, of "E Pluribus Unum"

FROM CALIFORNIA'S HISTORY SOCIAL SCIENCE CURRICULUM FRAMEWORK, 1987

Extensions

1. Develop a clear proposal regarding racial categories for the census and write to your Congressman and Senators requesting the adoption of your proposal. Send the proposal to the Census Bureau, Office of Management and Budget, 725 17th Street, N.W., Washington, D.C. 20503.

2. Discuss affirmative action. Explain that it includes government policies to promote equal hiring, promotions, education, etc. based on racial and gender categories. Should the government continue or stop doing this? What civic values are involved? You could invite speakers to represent both sides of this issue.

3. Read the following quote from a journal of Thomas Jefferson and discuss what may have been his reasons for such a belief, considering his statement that "all men are created equal."

"What Constitutes a Mulatto? Let the first crossing be of "a," pure Negro, with "A," pure white. The unit of blood being composed of half of that of each parent, will be a/2 + A/2. Call it h (half blood). Let the second crossing be of h and B (white)...call it q, being 1/4 Negro blood. Let the third crossing be of q and C (white)... call this e, who having less than 1/4 pure Negro blood, to wit 1/8 only, is no longer a mulatto, so that a third cross clears the blood."

US Census Questionnaire 1990

○ Male ○ Female

○ White
○ Black or Negro
○ Indian (Amer.) (Print the name of the enrolled or principal tribe.)

○ Eskimo ○ Aleut

Asian or Pacific Islander (API)

○ Chinese ○ Japanese
○ Filipino ○ Asian Indian
○ Hawaiian ○ Samoan
○ Korean ○ Guamanian
○ Vietnamese ○ Other API

○ Other race (Print race)

a. Age	b. Year of birth

US Census Questionnaire 1990

○ Male ○ Female

○ White
○ Black or Negro
○ Indian (Amer.) (Print the name of the enrolled or principal tribe.)

○ Eskimo ○ Aleut

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○ Korean ○ Guamanian
○ Vietnamese ○ Other API

○ Other race (Print race)

a. Age	b. Year of birth

Hate Crimes 12

Purpose

To teach the meaning of hate crimes and challenge students to think of appropriate responses to them.

Historical Perspective

The founding of the United States presents an incredible contrast in relation to civil rights. The Declaration of Independence and the Constitution are some of the most progressive documents describing and protecting human rights that have ever been written. Yet the first hundred years of this national government allowed the slavery of African Americans, the genocide of Native Americans, and the oppression of women. Two hundred years ago, many white males believed that they were genetically superior to these other groups of people and therefore had the right and the responsibility to dominate them. Since then, each of the groups fought for and won their Constitutional civil rights. Now, considering the incredible diversity of our population, this nation can be proud of the degree to which civil rights are guaranteed to every citizen.

False beliefs of superiority, however, have led to many hate crimes during this century. Thousands of African Americans were lynched by vigilantes and the Klu Klux Klan. Nazi sympathizers have tormented Jews in the U.S. as well as in Europe. Many Native Americans still suffer from the loss of their land and the devastation of their way of life. Even though the U.S. was established and built by immigrants and the Statue of Liberty welcomes them, many groups of immigrants, including European, Hispanic, Middle Eastern and Asian, have suffered discrimination and abuse.

We must acknowledge the basic humanness and Americanness of each of us, and we must acknowledge that as a people.

CORNELL WEST
RACE MATTERS

Lesson

Hate Crimes (brief lecture, group assignment, and discussion)

A hate crime is an extreme form of prejudice which involves violence

or the threat of violence against a person or their property because of their race, color, religion, gender, national origin, age, disability, sexual orientation, or political affiliation. Examples of hate crimes would be spray-painting swastikas on Jewish family's home, assaulting a man because he was gay, and burning a cross in front of an African American family's home. A person convicted of committing a hate crime can be sent to jail, ordered to pay a fine, or the judge may order "restitution." This means that the offender must pay the victim for damages or losses. A judge could give the offender the option of reconciliation mediation with the victim to help resolve their differences. It is also possible in 35 states to enhance penalties for related convictions if it is proven that it was a hate crime.

O let America be America again
The land that never has been
And yet must be
The land where every man is free.

LANGSTON HUGHES
LET AMERICA BE AMERICA AGAIN

Tell students that they will work in groups to evaluate several hate crimes and decide the best consequences for them. The group must discuss each case thoroughly and reach an agreement on the reason why it is a hate crime and the best consequences for the offenders. They will report their conclusions to the whole class and be prepared to defend their decisions.

Organize groups and pass out the worksheets. Remind the groups of the choices for consequences: jail, fine, restitution, reconciliation. Challenge them to come up with a creative idea that they believe is better than these.

After the groups are done, collect the worksheets and lead a discussion on each question, referring to the group answers. Be prepared for differences of opinion and emotional intensity. Maintain an atmosphere of respect for the right of every student to express their feelings and opinion without being put down by others.

It is important that students know how to explain why each situation constitutes a hate crime. Different points of view are to be expected on the proposed consequences, but they should be able to identify the characteristics of a hate crime based on the information given.

It is possible that students will raise the issue of homosexuality as a "chosen" orientation or that it violates their religious beliefs. Positions on that issue should be left up to individuals, since it depends on personal values or religious beliefs as well as diverse scientific theories. However, it must be emphasized that <u>all</u> citizens are guaranteed certain fundamental civil rights, including those with different sexual orientations. It is important to distinguish between personal characteristics and behavior that harms others or violates the law. In a case where a homosexual person is doing something illegal or hurtful to others, then they should be given appropriate consequences, just like anyone else.

But they have the civil right to be free from harm by others, whether one agrees with their lifestyle or not.

You may need to discuss the difference between using reasonable force to protect themselves from harm and using force to harm someone because they hate something about another person. Ask students to give examples of each and clarify the difference.

Extensions

1. Invite a judge or lawyer to discuss these issues with the class. Some communities have a human relations commission that would have speakers on this topic. If a controversial issue is discussed, be sure both sides are presented fairly.

2. Have the students design a lesson for elementary students on hate crimes. Write it in the form of a lesson plan and share it with elementary school teachers.

3. Evaluate if hate crimes or lesser forms of prejudice occur in your school, by class discussion or interviews with counselors or administrators. Discuss what could be done to stop and prevent it.

recorder_____ reporter_____

others_____

You be the judge! Describe the injustice and the best consequences for these hate crimes:

1. A group of Hispanic and African American kids (8-12 years old) tease the only white kid at their bus stop. They call him names, like honky and white trash, and they hit him when he defends himself. Sometimes they take his lunch money.

How is this a hate crime?_____

_____

What would be the best consequence?_____

_____

_____

2. A group of white teenagers are driving in a Hispanic part of town and they see a Hispanic boy and girl riding bikes on the side of the road. They yell "go back to Mexico" and force them off the road, causing them to crash with injuries that require hospital treatment. They drive off, but they are later caught.

How is this a hate crime?_____

_____

What would be the best consequence?_____

_____

_____

3. A high school student gave a report to class about the Holocaust and told of relatives who had survived it. Later, her car was spray-painted with swastikas and the phrase "6 million more."

How is this a hate crime?_____

_____

What would be the best consequence?_____

_____

_____

4. A group of guys on a football team found out that another player on their team had gone to a meeting to find out information about homosexuality. They beat him, breaking his nose, and warn him to quit the team or else they will kill him.

How is this a hate crime?_____

_____

What would be the best consequence?_____

_____

_____

5. Describe the similarities and differences in these cases.

_____

_____

_____

_____

_____

6. Is there ever a situation when it would be right to hurt someone because of their race, color, religion, gender, national origin, age, disability, sexual orientation, or political affiliation? Explain your answer.

_____

_____

_____

_____

_____

Gender Equity 13

Purpose

To teach about gender bias in U.S. history and to analyze the current status of women in relation to the rights of citizenship.

Historical Context

The major civilizations in the past three thousand years have been patriarchal (ruled by men). Western Civilization has preserved the domination of women by men since its origins with the Mesopotamians, Egyptians, and Hebrews. The Old Testament contains many references to the role of women as submissive to men. There was a strongly held belief that women were incapable of making responsible decisions, despite many examples to the contrary. At times, there were progressive steps toward acknowledging the rights of women, such as limited legal status for women in Roman Law and some statements in the New Testament that men and women are equal in the eyes of God. Until the past century, however, it has been rare for women to have the right to political power or equal legal status with men.

With the Enlightenment, many women were hoping that the enthusiasm for natural rights, such as equality, would bring patriarchy to an end. They were disappointed.

The Declaration of Independence clearly states that "all men are created equal." Sometimes the word "men" refers to all people and sometimes to just males. With the implementation of the Constitution by the Founders and succeeding leaders, women were not included in that equality. Most obvious was the denial of the right to vote, until the Constitutional amendment in 1920. Women were considered inferior to men, as shown in a 1873 U.S. Supreme Court ruling that the "law of the Creator" required women to be wives and mothers, not professionals, because of their "natural and proper timidity and delicacy." In 1885, the AAUW, American Association of University Women, commissioned a study to dispel the commonly accepted myth that higher education was harmful to women's health. Until early in this century,

How can the "consent of the governed" be given, if the right to vote be denied?

SUSAN B. ANTHONY, 1873

the "rule of thumb" was used to determine if wife beating was abusive. If the stick used by a man to beat his wife was no larger in diameter than his thumb, then it was legal and appropriate.

Girls are not receiving the same quality, or even quantity, of education as their brothers...shortchanging girls - the women of tomorrow - shortchanges America.

ALICE MCKEE
HOW SCHOOLS SHORTCHANGE GIRLS

In 1990, women with five or more years of college, working full time, made only 69 cents for every dollar earned by men with an equal education. Fewer than 5% of the senior managers in the top 3,500 financial, industrial and service companies in the U.S. are women. Of top corporate jobs, only 1% are held by women. The term "glass ceiling" refers to the unseen barriers to the advancement of women and minorities in the corporate world. In 1993, women 65 and older had a median income of $8,499 compared to $14,983 for men, according to a study by the Older Women's League.

Public schools are required to treat male and female students equally. Title IX of the 1972 Education Amendments prohibits discrimination in educational institutions receiving federal funds. Yet, in a 1992 research project, the AAUW found "compelling evidence that girls are not receiving the same quality, or even quantity, of education as boys." Their report, How Schools Shortchange Girls, shows that "girls receive significantly less attention from teachers than do boys." Girls are still less likely to pursue careers in math, science, technology or politics, despite sincere efforts by many educators to encourage girls' interest in these fields.

Another aspect of this issue is sexual harassment and assault. In a 1993 survey, 4 out of 5 girls reported having experienced some form of sexual harassment in school. Sexual harassment includes unwelcome advances, requests for sexual favors, sexually explicit joking or discussion, unwelcome physical touching, or pornographic words and pictures. It often implies male sexual domination of females. The U.S. Department of Justice reports that more than half the victims of sexual assaults are girls younger than 18. The fact that girls live with this fear inhibits equal educational and career opportunities, along with the "glass ceiling" that they often encounter. Gender equity remains a challenge.

Lesson

Gender Equity: (brief lecture with group assignment and class discussion)

Explain the tradition of patriarchy in Western Civilization. Discuss two points of view, that many people believe it's very appropriate for women to be protected and cared for by men as the leaders of society

and the heads of families. Some women don't want equality in roles such as military combat. On the other hand, many people believe that women should have the same opportunities as men to earn an equal salary and share political and economic power.

Give the information about job discrimination (the "glass ceiling") and about gender discrimination in schools. Explain the problem of sexual harassment and assault and discuss how this may make it difficult for girls to get an equal education or an equal opportunity to get good jobs. Also make it clear that women do have equal rights the legal system and equal pay in government jobs and many private corporations.

Students will need to understand what a stereotype is, in order to complete this assignment. Dr. Minta Brown defines it as "a preconceived and oversimplified generalization about a particular group that categorizes all members of that group negatively." Organize the class into groups of 4 or 5 students and have them answer the questions on the handout. Emphasize that the group needs to discuss answers until they reach a consensus before writing the answer.

The Western mind has been founded on the repression of the feminine...The crisis of modern man is an essentially masculine crisis, and...its resolution is already now occurring in the tremendous emergence of the feminine in our culture.

RICHARD TARNAS
THE PASSION OF THE WESTERN MIND

When the groups are finished, have them report their answers and discuss them as a class. There may be a tendency to reduce these issues to polarized slogans on one side or another. Our challenge as educators is to challenge students to think critically and creatively about a topic. It is important to monitor the discussion to correct false information or assumptions, such as "fear of assault doesn't limit a woman's opportunities." It is also essential, however, to respect different points of view about the role of women in families and in society. It may be important to distinguish between equality and "sameness" of roles. The challenge is to guide the discussion toward agreement on the concept of equality as a natural right and a fair representation of that civic value in the political, economic, social, and educational systems in the United States.

Extensions

1. Invite speakers from the American Association of University Women, the League of Women Voters, or similar groups to discuss these issues with students.

2. Have students research the extent of sexual harassment and sexual assault in their school, county, state, nation, etc. Analyze the trends and consider what could be done about it.

3. If the class can reach an agreement on the civic value of equality in

relation to males and females in our nation, have groups of students discuss the greatest obstacle to that goal (eg. sexual assault or less pay for the same work.) Have them make posters to educate people to correct that problem and promote equality.

recorder_____ reporter_____

others_____

1. Describe the stereotype of boys:

2. Describe the stereotype of girls:

3. Where do these stereotypes come from?

4. Why is there a glass ceiling for women and what should be done about it?

5. Do sexual harassment and assault limit the opportunities of girls? What should be done about these problems?

6. Should women be guaranteed the same rights as men in the U.S.? Explain.

Economy vs. Ecology

14

Purpose

To teach the civic values and primary issues involved in the conflict between economic development and environmental conservation and to challenge students to formulate long-range solutions.

Historical Perspective

There are several striking comparisons between the U.S. and the Roman Empire. When the Roman Empire had defeated all other major powers, there was a period, Pax Romana, of peace and prosperity. There were tribes of barbarians occasionally attacking, but the Empire had the greatest military power in the world. Roman leaders created a huge government bureaucracy to manage the political, economic, and military affairs of the Empire. A class system developed in which the rich got richer and the poor got poorer. The upper class wanted more luxuries, and the growing government cost more and more. Taxes increased, and the common people suffered a lower standard of living. Corruption among political and economic leaders became widespread. The rich families had water systems in their homes that used lead pipes which poisoned their bodies, causing brain damage and other side effects. The Empire fell to barbarians in 476, mostly due to the collapse of government effectiveness, economic crisis, and the decline of civic values. One can only wonder what the lead poisoning contributed to this process. Is it possible that our nation, even as world superpower, is vulnerable to similar collapse? Could our economy fall apart, as it did in 1929? Are we poisoning and depleting our environment in ways that threaten our health and the welfare of future generations?

The economic situation in the U.S. has become quite serious. The national debt is 5 trillion dollars. We pay 16% of our federal budget to make payments on this debt, and the government continues to spend more than it receives. There are not enough jobs, and the wages of the majority of workers have declining value in relation to inflation. The rich are getting richer and the poor are getting poorer. According to the U.S. Census Bureau, one in five children in our country lives in

poverty.

The environmental situation is also serious. Over ninety percent of the original forests in the U.S. have been cut in the past two centuries. Air and water pollution has become a major health concern, especially in the cities. Vast amounts of metal, chemical, and wood product resources are being lost in the process of "waste" disposal. Many plant and animal species have become extinct, and many others are threatened by pollution and the loss of habitat.

There are intense conflicts regarding environmental protection and economic growth. The federal Endangered Species Act of 1972 established guidelines to protect plants and animals and the habitat that they need for survival. In many cases, this has caused people to lose their jobs. Some farmers cannot plow their fields because kangaroo rats live there. Thousands of loggers have lost their jobs to protect the old growth forests for the spotted owls. Loggers in several areas have started a "home rule" movement to empower local governments to disregard federal environmental laws and let them cut more timber.

We cannot adequately express our feelings of horror and repulsion as we view the policies of industry and government which threaten to destroy life... Only a people whose minds are twisted... could act in ways which will threaten the future generations of humanity.

FROM THE HAUDENOSAUNEE DECLARATION OF THE IROQUOIS

Worldwide, over 100 species are becoming extinct every day. Scientists warn that many plants, that could provide cures for diseases, are being lost. A treaty to protect biodiversity was created in 1992 and has been signed by over 170 nations. Our nation has refused to sign, because it puts restrictions on biotechnology companies that could cause a loss of profits and jobs. The U.S. is the current leader in biotechnology products (pharmecutical, cosmetic, and agricultural), with potential profits of over 50 billion dollars by the year 2000. The Biodiversity Convention would establish rules to protect endangered species, especially important in the developing nations with the destruction of rainforests. It also requires biotechnology companies to share the rights to new products that are developed. U.S. companies want to be able to patent new products, including medicines and genetically altered plants and microorganisms to protect their investments in research and development. The developing nations claim a right to share the scientific and economic benefits from the biotechnology companies that rely on the biodiversity in their lands. They threaten to boycott U.S. companies if this treaty is not signed.

Lesson

Economy vs. Ecology (brief lecture, simulation, class discussion)

Discuss the current economic and environmental issues facing our

nation. Describe the example of the Roman Empire in relation to these concerns. Consider the validity of both the need to promote economic growth and the need to protect the environment. Consider the responsibility of our government to provide for both of these needs, for future as well as current generations.

Tell students that they will become a Senate Committee to resolve conflicts between economic and environmental concerns. They will develop guidelines for government policies to resolve current conflicts and provide for both economic growth and environmental conservation. Organize groups and give them the worksheet. Make it clear that they are to dialogue these issues and try to find a solution that is approved by everyone in the group.

Class Discussion

When the groups are done, discuss the answers to the last three questions. Explore the similarities and differences of opinion on each item. Try to develop a consensus of guidelines for national policy regarding economy and ecology. Write them on the blackboard or butcher paper.

Lead a class discussion applying those guidelines to the following problems:

A. The primary cause of air pollution in cities is from car and truck exhaust. The technology is available to make more efficient engines that give far less dangerous exhaust, yet auto producers resist higher pollution standards, because they say it will lower profits, cut jobs and hurt the U.S. economy. What should be done?

B. Species of cotton and soybeans have been patented in the U.S. and Europe. Developing nations fear that this patenting of crops, to be controlled by single corporations, could lead to restricted use of vital crops, just to build profits in the rich nations. The biotechnology companies claim they can't afford expensive research to develop new crops and biotechnology products, that benefit everyone, without a guaranteed profit. What should be done?

C. Some people want the U.S. government to sell large tracts of wilderness and other federal lands to make money to pay the national debt. What is the value of maintaining wilderness areas at public expense? Can we afford it? What is our responsibility to protect wilderness areas as part of our general welfare and for future generations?

2. Does "promote the general welfare" refer only to people or also to plants and animals?

3. Do we have to choose between economy and ecology? Can we find creative solutions that promote and protect both of these?

Extensions

1. Write letters to Senators, or to the editor of the local newspaper, sharing the opinions of the class concerning these issues.

2. Invite representatives from business, environment, and government perspectives to have a panel discussion and discuss these issues with the class.

Economy and Ecology Simulation

You are elected representatives in the U.S. Senate. You have been appointed by the President to develop guidelines for government policies to resolve current conflicts and provide for both economic growth and environmental conservation.

Elect a Chairperson of the Committee to run the meeting _____

Elect a Secretary to write the minutes _____

Names of other Committee members _____

1. Discuss and identify reasons why the government should reduce debts, protect jobs, and provide for economic growth. (economy point of view)

_____

_____

_____

_____

2. Discuss and identify reasons why the environment must be protected, including air, water, plants, animals, and wilderness areas. (ecology point of view)

_____

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_____

3. Loggers and farmers are demanding that the Endangered Species Act be changed so that if jobs are lost, the protection of endangered plants and animals should be dropped. Discuss both sides of this conflict and recommend guidelines for government policy on this issue.

_____

_____

_____

4. The international Biodiversity Convention (treaty) has been signed by over 170 nations who demand that the U.S. also sign. This will put restrictions on U.S. corporations (less $), while protecting plant and animal species for future generations. Discuss this problem and make a recommendation for U.S. policy.

5. Identify the civic values involved in the conflict between economy and ecology. Consider the health, security, and happiness of U.S. citizens today and in future generations. Write national policy guidelines regarding these issues.

Democracy And School

15

Purpose

To explain the democratic process as it relates to the public schools, the role of students in decision making, and the opportunities of participation in local planning and problem solving.

I know of no safer depository of the ultimate powers of the society but the people themselves.

THOMAS JEFFERSON

Historical Context

Many students are aware of a contradiction between one of the most fundamental U.S. civic values, democracy, and the governing system within public schools, which seems like a dictatorship to them. This can lead to a feeling of powerlessness and cynicism. This contradiction can also become an opportunity to teach about the nature of democracy and the role of students in decision making within their school and community.

One issue to be considered is the status of minors, now defined as people under age 18. It is obvious that young children should not have the same privileges as adults, eg. driving and voting. However, they are still citizens and they deserve certain rights and protection under the Constitution and the law. These rights have increased in the past two hundred years, most notably being the protection from unsafe and forced labor, enacted early in this century, and the protection from physical or emotional abuse by relatives.

There are certain privileges that are granted at specific ages; driving at age 16, voting and adult legal status at age 18, and drinking alcohol at age 21. Students need to understand that these age determinations are made though the democratic process. The citizens have debated the related issues and expressed their opinions, elected representatives passed the laws assigning these age limits to certain privileges. For example, the 26th Amendment to the U.S. Constitution, ratified on July 1, 1971, changed the voting age from 21 to 18. If a group of citizens believe that the age limit for a particular privilege should be changed, they are free to petition and campaign for a change. If they succeed in convincing the majority of voting citizens that they are right, they can change the law through a new law or Constitutional

How are we to bring children to the spirit of citizenship and humanity which is postulated in democratic societies? By the actual practice of democracy at school.

JEAN PIAGET
THE MORAL JUDGEMENT OF THE CHILD

Amendment.

It is only when young people in school experience...the ways in which democracy works and feels, that they are going to be able to act democratically.

GENE GRAMBES AND JOHN CARR
MODERN METHODS IN SECONDARY EDUCATION

Another issue concerning democracy and school is the locus of control of a public school. Whose school is it and who makes the important decisions that affect public schools? Some students suggest that we consider each school as a democratic community in which students should be voting participants. It is essential to clarify the democratic context within which schools are governed. The governing body, the School Board, is elected by the citizens, often representing specific areas of the community. These elected representatives are accountable to their constituents, local voters and taxpayers, who have the right to attend public meetings and express their opinions. If the citizens feel that a Board member does not represent the will of the people, they can elect a new one at election time, or initiate a recall election.

Students should know that the people who pay for the public schools are the people who pay state income, property, sales taxes, and federal taxes. These people have the right to express their opinions on how the schools should be governed. The locus of control for governing a school includes the citizens who live in the district whose Board of Education has authority over that school. These Boards are also governed by elected County and State Boards of Education, and by state and federal officials and laws.

The fresh initiatives of free, critical, intellectual and normative school and community experiences tap into the multiple intelligences of students and provoke them to levels of confidence...and participation neither they nor their teachers thought possible.

RALPH NADER
FROM THE FOREWORD TO
CIVICS FOR DEMOCRACY

There is a federalist system, in which the federal government deals with general guidelines and mandates for public schools, such as equal access to education for all students. There are state agencies that establish state guidelines and laws within which the schools must operate. The state level also determines basic funding allocations. The County Board sets guidelines and procedures for the schools under their domain. The local and most democratic control comes at the district level, where the public can participate in debate on the issues and influence policies. The lowest level of control is the school site, which may be led in an authoritarian or a shared decision making style, depending on the principal, the staff, and the policies set by the Board of Education. Students usually have some input in a representative student council, which may have no, little, or significant influence on school policies.

Lesson

Democracy and School: (brief lecture, group assignment, class discussion, and a voting activity; colored peel-off dots and butcher paper are needed)

Introduce the topic of democracy and school by asking if there is a contradiction between the civic value of democracy and the way their school is governed. You will probably have students who claim the apparent contradiction is unfair. Tell them that you will explain how the democratic process relates to public schools. Explain the two main issues described above. The issue of age appropriateness is important for them to acknowledge. It is obvious that a first grader is not mature enough to make decisions about school policy. An eighteen-year-old student should be mature enough to make a decision like that. The question is, "where do we draw the line?" Be sure they understand that issues like hiring and firing, and spending taxpayers' money require serious consideration. The public has the right to decide that the voting age for the Board of Education, as well as general elections, is 18.

Also explain the democratic context of public school governance. Make it clear that the locus of control is the community within each district, and that the elected Board members govern the school by their policy decisions and through the school administrators. Students should know that anyone, including students, can address the Board and express their opinions. Discuss the levels of control and responsibility, including federal, state, county, and district and school site. Consider the opportunities for student input at your school site.

Our schools can become democratic communities - places where young people learn about and experience what it means to live in a democracy and to act in socially responsible ways...Providing students with the opportunities to think critically about issues helps them develop the skills, values, and attitudes necessary for participation in our democracy.

KEITH GROVE, HIGH SCHOOL TEACHER

Whether students agree with the current system or not, it is important that they realize that it has been determined through a democratic process, by elected representatives. The system can also be changed by that same process. Students could start a campaign to lower the voting age to 16, or to allow students to elect a member of the Board of education. It would not be easy. They would have to convince a majority of current voting citizens to support it and work through the legislative process to change the law.

Explain to students that this lesson will give them a chance to demonstrate if they are mature enough to make responsible decisions about their school. They will meet in groups to discuss two topics and report back the class.

Write these two questions on the blackboard:

1. What are two specific ways that this school could be improved?

2. What could students do to help create that improvement?

Be sure they understand that they may choose whatever they consider the greatest problems, such as facilities, scheduling, instruction, rules,

etc. On the second topic, they must be willing to think of specific things that students could do to help implement a solution.

When school policies and classroom practices reflect constitutional principals students learn to respect the rights of others...and they learn to take responsibility for the welfare of the school community.

CHARLES HAYNES
COMMON GROUND

Organize the class into groups and tell them to choose a recorder to write the decisions of the group for both questions. Remind them to include everyone in the discussion and seek a consensus before writing an answer. Give 10 - 15 minutes to complete this activity.

Call on a student from each group to report their answers to question 1. Write the ideas on the blackboard.. You may need to discuss inappropriate or illegal suggestions, and eliminate them from the class list.

When the list is complete, lead a class discussion on which are the greatest school problems that need to be solved. Ask for ideas on what students could do to help create a solution. For example, if they think a rule is unfair, they could do research and write a proposal for a specific change in the rule, and then they could propose it to the staff or the School Board. Students should have a clear idea of the main issues and the reasons for different points of view within the school.

Put up a large piece of butcher paper and write the topics from the class list of suggestions, with a significant blank space under each one.

Be sure to have three colored peel-off dots (1 inch diameter) to give to each student in the class. Tell students that they will be voting on the problems that they think needs to be solved at their school. Give each student three dots and tell them that each dot is a vote. They can cast all their votes for one topic if they think it is that important, or they can use their votes on different topics. This is one way to determine the political will of a group of people. The advantage of this process is that it is so visual. Let them vote.

Democracy is government by the people...They must understand and be committed to the moral foundations of democracy: respect for the rights of individuals, regard for law, participation in public life, and concern for the common good.

THOMAS LICKONA
EDUCATING FOR CHARACTER

Discuss the voting results with the class. Consider whether the result is the democratic choice of the class. Explore ideas about what students could do to help create a solution to the most popular issue. Return to the issue of democracy and school and discuss who has the authority to make decisions regarding that issue, eg. principal, staff, or Board of Education. Explore the ways that students could initiate a process of review by the person or group with the authority to do something about that problem.

Students should also understand that our basic system of government is democratic, even though there are inequalities such as the lack of voting power for minors. As citizens, however, they have the right "to petition the government for a redress of grievances," as it states in the First Amendment to the Constitution. Students should know that

they have the right to identify problems to public officials and the political power to do something about it. They should also know the appropriate way to solve political problems.

Extensions

1. Help the class design a strategy to help solve the problem that they chose as the most important. Have them gather appropriate information, such as rules or laws affecting the situation, who has the authority to influence the situation, etc. Consider drafting a letter to be sent to those authorities or requesting permission to send a delegation to present the ideas of the class.

2. If you have more than one class, you could set up a task force to collate the results of all your classes. This could be done on a database or a graph. Then consider the problem solving process representing all the classes.

3. Invite the principal or superintendent to dialogue with the class about these issues.

The future strength of this country is not in a powerful...defense, it is in our people once again being responsible citizens.

RICHARD RILEY, SECRETARY OF EDUCATION, 1995

Out of the experience of community, young people not only become conscious of group needs and group process, but they begin to understand the meaning of the common good, to appreciate that their efforts make a difference, and to develop a sense of relatedness to the larger human community.

SHELDON BERMAN
EDUCATING FOR SOCIAL RESPONSIBILITY

Reality Or Illusion? 16

Purpose

To learn how students perceive their relationship to society and to teach the difference between media images and political reality.

Historical Context

More than 2,000 years ago, Plato wrote the Allegory of the Cave, in the book The Republic, in which he described people who saw shadow images on the wall of a cave and believed them to be reality. Actually, they were in bondage, manipulated by people who controlled the images. In the story, one person escapes the chains, sees how the images are made, and leaves the cave to see what is really happening. Dictatorship governments throughout history have manipulated people to perceive selected images and beliefs that support tyrants. In this century, propaganda and the media have become powerful tools for this purpose. The Nazis in Germany are an example.

The great danger of today is of slogans, collective opinions, ready-made trends of thought. We have to be able to resist individually, to criticize, to distinguish between what is proven and what is not.

JEAN PIAGET

The founding of our nation was based on democratic principles that require responsible citizens to be politically aware and actively involved in solving political problems. Recently, American radio and television broadcasts have been more focused on brief video images and audio cuts for their presentation of political reality. It is becoming more difficult for citizens to get in depth analysis and they are becoming more alienated from the democratic process. It is worthwhile to study Plato's story and consider the implications in our historical period.

Lesson

Reality or Illusion (brief lecture, read a story, individual art activity, and class discussion)

BEST COPY AVAILABLE

To empower students to become responsible citizens, it is vital to understand their perception of their relationship to society. If young people see society as a threat, with no way to change it, how can we expect them to respond to the challenge of active citizenship. As edu-

cators, we must consider their concerns and respond to them. This lesson is a way to do that, by studying the perception of illusion and reality as described in the Allegory of the Cave story.

Explain that you will read a story from long ago about the relationship between people and their society. The students will be expected to listen carefully to the story and answer questions on their own feelings about society either in words or pictures. Read the story.

A SUMMARY OF

THE ALLEGORY OF THE CAVE

FROM THE REPUBLIC, BY PLATO

More than two thousand years ago, an ordinary man saw life go by as it always has. He watched the images of people and objects as they moved about. He didn't noticed that his legs and his neck were bound by chains and he was unable to turn around, until one day he was set free. For the first time in his life, he was able to let go of the chains holding him and all the others. He stood up and turned around, only to be blinded by the bright light of a fire. After his eyes became adjusted, the man saw that there were a few people moving puppets and other objects in front of the fire which made shadows on the wall that the chained people were watching. All the time he was chained up with the crowd, he thought the images were real life.

The true structure of the world is revealed not by the senses, but by the intellect...Plato declared direct experience of the transcendent Ideas to be the philosopher's primary goal.

RICHARD TARNAS
THE PASSION OF THE WESTERN MIND

Then he was led past the fire and found that they were all in a huge underground cave. As he came out of the cave he was blinded again by an even greater fire in the sky. It took a long while to adjust to the brilliant light and heat from the sun. At first he could only see shadows and outlines, but then he was amazed to see the world outside the cave with all the colors and sounds of the water, land, people, plants, and animals. He went back to tell his friends what he discovered. They refused to believe him and tried to convince him that the only reality was the images on the wall. They made fun of him and threatened anyone who tried to leave the chains again.

Discuss the main idea to be sure they understand what happened.

Pass out white paper and color crayons or felt pens, if possible. Tell the students to draw a line to divide their paper into two equal parts. Explain that they will answer a question in each part and that they may do so either in words or pictures or both.

Task 1. (Read aloud) "Think about the images that come to you about our society from TV, radio, music, video games, movies etc. What do these images tell you about what's important in our society?

What goals and rewards are presented? What kind of heroes are there and how do they reach their goals? The first task is for students to "write or draw your impressions of our American society as presented by the images in the media." Give 5-10 minutes to let students express themselves on first half of the paper. Monitor as they work to guide those who don't understand what to do.

Until the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one...cities will never have rest from their evils.

PLATO, FROM THE REPUBLIC

Task 2. (Read aloud) "As with the story, it is possible to escape the limits of the media and see what is really going on in our society. Think about your own experiences with important people and leaders in the community and beyond. What values seem to be most important to people? How are you and your family and friends treated by society? What are the most important problems and what is being done about them?" Give 5-10 minutes to let students express themselves on second half of the paper.

Discussion

1. Ask students to volunteer to share the images they drew for the first task, on images from the media. Encourage those with significant images to share them with the class. Challenge the class to summarize the impressions of media images. Then do the same with the second task, on the real relationship between people and society. Compare illusion with reality.

2. Ask the class to consider their relationship to society in terms of the following values; security (Is it safe?), justice (Is it fair?), citizenship (Do citizens have the power to make a difference?), and unity (As Americans, are we working together to reach our goals?).

Once teachers are in touch with how students are thinking; they can begin to take the next step: helping them to develop their moral reasoning.

THOMAS LICKONA
EDUCATING FOR CHARACTER

3. Remind the class of the main idea of the story of the Cave. Ask them if there are any dangers in looking at media images without seeing what really is happening. (Consider how propaganda was used to justify the Holocaust in Germany.) Ask if students agree that one of the responsibilities of citizenship may be to look beyond media images and study real issues and events that determine what happens in society.

4. Have groups of students (3-5) discuss these issues and create a collective drawing of their perception of their real relationship to society or of their desired relationship to society, including government, environment, economics, education, technology, etc.

Extensions

1. Have students read the original Allegory of the Cave, translated from Greek, and interpret the meaning by Plato. Consider the philosophical implication that most people live in a superficial awareness (illusion) and that some are fortunate to become enlightened to the reality of intellectual and spiritual principles. Also consider the story's relevance to our historical period.

2. Give an assignment to assess the main ideas presented in the media relative to the relationship of people to society. Consider prime time TV, top movies, videos, newspapers, music, etc. Challenge a groups to put together reports or multimedia presentations for the class.

The principal goal of education is to create men (and women) who are capable of doing new things, not simply repeating what other generations have done - men (and women) who are creative, inventive, and discoverers.

JEAN PIAGET

Wake Up, America! 17

Purpose

To teach the meaning and use of propaganda and public education and to guide students to consider the broadest context of problem solving in the United States and civilization as a whole.

Historical Context

Soon after the invention of the printing press by Gutenberg in the 1450s, it was discovered that pamphlets and posters could be used to spread ideas and influence public opinion. Propaganda now seems to dominate the political as well as the commercial arena, with printed material, radio, television, and the new information highway. Propaganda is the use of media to influence the way people think, feel, or act, from a particular biased point of view. It often includes a distortion or omission of the truth. One can hardly comprehend why the German people accepted the atrocities of Nazi domination of their country without understanding Hitler's incredible propaganda campaign. Propaganda can be used to spread lies as well as partial truth, so people in a democratic society need to be critical thinkers, able to evaluate what they hear and see in the media. One advantage of propaganda is that it enables people to communicate their ideas to the public, as do many special interest groups and political campaigns. It is a vital tool for free speech. It can provide information from a particular point of view on critical issues.

Public education campaigns are different from propaganda in that they are not imposing a particular biased point of view on the people. More than 30 years ago, the Surgeon General determined that smoking caused lung cancer and emphysema. The government limited advertising by tobacco companies and paid millions of dollars for a public education campaign to convince the public to stop smoking cigarettes. The percentage of smokers in the U.S. has gone from two thirds to one third.

It can be difficult to distinguish between propaganda and public information, such as when government officials use the media to spread

their biased perspective on a certain issue. It becomes an essential skill for responsible citizenship to think critically about media messages from any source.

Another example of public education was during the first World War. The U.S. tried to remain neutral, but in 1915, the Germans sank a British passenger liner, the Lusitania, which killed 1,200 people, including 128 Americans. In 1917, German submarines were sinking U.S. merchant ships and President Wilson revealed a coded message from a German minister to Mexico, promising Texas, New Mexico and Arizona to Mexico if they entered the war against the U.S. The elected representatives agreed that the U.S. needed to enter the war to protect our allies from domination by a German military regime and to protect our citizens and ships from attack by German submarines. This was the first "world" war in history and it looked as though the progressive advancements of civilization were at risk. Many people in this country, however, didn't understand why we needed to send troops to fight in a war in Europe. To win the war, the people of this nation needed to come together as one and do whatever they could to support a strong military operation. So the government organized a public education campaign to mobilize support for the war. One of the artists hired to make posters was James Montgomery Flagg, who created the famous "Uncle Sam wants you" poster. This lesson uses another one of his posters, made in 1917.

Lesson

Wake Up, America! (brief lecture, essay, class discussion)

Hope is that thing with feathers that perches in the souls of us all and sings the tune of a better world.

EMILY DICKINSON

Explain the meaning of propaganda and public education, with both the positive and negative consequences. Give a brief background to the public education campaign by the U.S. government to educate people about the need to fight in World War One and to support our troops. Show James Montgomery Flagg's poster ***(found at the very end of the curriculum in a plastic cover)*** to the class and explain the symbolism. The woman represents America, sleeping, while the rest of the world is going up in flames behind her. Discuss this idea with the class and ask if they can explain the meaning of the statement, "Civilization calls every man, woman and child!" Was it possible that the war in Europe represented a threat to the progressive advancements of civilization? Would it be possible to keep our nation free if the rest of the world fell under the control of power hungry military dictatorships?

Ask the class to look at the poster again and to consider whether there

may be other threats, besides a war, to this nation and civilization as a whole. Lead a brief discussion about what currently threatens our nation, such as crime, drugs, national debt, pollution, corruption, poverty, racism, etc. Tell the students that they will write a wake up call for America. Have them consider the potential if their message could get every man, woman and child to help solve a particular problem. Each student should write a one page essay as if they are speaking directly to the citizens of this country, telling them about the threats to this nation that seem to be ignored. Leave the poster where they can see it, while they think about what to write.

Resolve to create a good future. It's where you'll spend the rest of your life.

CHARLES FRANKLIN KETTERING

Discussion

1. Ask students to share the main concerns that they wrote about and list them on the blackboard. Challenge the class to identify the highest priorities.

2. Discuss how a public education campaign could be organized to mobilize support for the concerns that they identified. Be sure to discuss the difference between propaganda and public information. Is their message presenting only one biased point of view or is it presenting what could be considered the truth by people from many points of view?

3. Ask if they think our civilization is really in danger? How serious are these problems? Are they afraid of what the future will be like?

It is possible...that we can be a cause of change, that coming generations will have a new history.

HOWARD ZINN

4. Are these problems going to be solved by the government? What is the responsibility of every citizen to participate in solving these political problems?

NOTE: If your classes are like many others in this country and the students seem doubtful that there is any hope of reversing the trend toward more violence, crime and economic crises, they may need some examples of positive change. I use two examples. The first is WWII, with our nation being relatively unprepared for war, and being attacked in the Pacific and Europe. The citizens really lived up to the nation's motto and came together as one. There were victory gardens, volunteers in converted factories for war supplies, and recycling programs. The whole nation was mobilized to win the war and we succeeded. The other example is the Civil Rights Movement. A minister named Martin Luther King called on volunteers to participate in a mass movement of nonviolent civil disobedience (a public education campaign) to convince American citizens to declare racial segregation to be unacceptable and illegal. It took many years of hard work and

sacrifice by many people to achieve this goal, but it was done in 1964 when the Civil Rights Act became the law of the land. Give local examples of making a difference that are meaningful to students.

Extensions

1. Students create public education posters to express the problems that America needs to wake up and solve.

2. Students write letters to the editor of a newspaper to share their concerns.

3. Invite a political representative to meet with the students to hear their concerns and explore possible solutions.

As we close out a turbulent century and ready our schools for the next, educating for character is a moral imperative...Schools must help children understand the core values, adopt or commit to them, and then act upon them.

THOMAS LICKONA

Sources And Resources

A

Categories

1. Citizenship, U.S. Government
2. Civic Values, Religion
3. Conflict Resolution, Violence
4. Prejudice Reduction
5. Political Problem Solving, Participation
6. Statistics

Each category above is divided into

A. REFERENCE BOOKS
B. CURRICULUM PROGRAMS
C. PAPERS AND PERIODICALS

7. Online Resources:

1. Citizenship, U.S. Government

1A) Reference Books

National Standards for Civics and Government

editorial directors; Charles Quigley, Margaret Branson, and Duane Smith

Center for Civic Education, 1994
5146 Douglas Fir Road
Calabasas, CA 91302
(800) 350-4223

A collaboration by hundreds of national educational and political leaders defining the civic mission of the schools, goals and standards, content, and intellectual and participatory skills. (divided into levels K-4, 5-8, and 9-12)

Democracy's Untold Story

Paul Gagnon

Education for Democracy Project, American Federation of Teachers, 1987
555 New Jersey Avenue
Washington D.C. 20001

A description of the sources of American democracy through world history, with strategies for teaching democratic principles through history.

The Civic Mission of Educational Reform

R. Freeman Butts

Hoover Institution Press, 1989
Stanford University
Stanford, CA 94305-6010

A comprehensive analysis of citizenship education; historical perspective and guidelines for new programs. (teacher reference)

Democratic Schools

editors; Michael Apple and James Beane

Association for Supervision and Curriculum Development, 1995
1250 North Pitt Street
Alexandria, VA 22314
(703) 549-9110

A challenge to restructure schools and classrooms democratically, with examples of thematic curriculum and cooperative learning strategies.

1B) CURRICULUM PROGRAMS

We the People

editorial directors; Charles Quigley and Duane Smith

Center for Civic Education, 1991
5146 Douglas Fir Road
Calabasas, CA 91302
(800) 350-4223

A series that offers lessons on the establishment and significance of the Constitution, with cooperative learning activities, critical thinking, and performance-based assessment. (level II for grades 7-9, level III for grades 10-12)

Foundations of Democracy

executive director; Charles Quigley

Center for Civic Education, 1993
5146 Douglas Fir Road
Calabasas, CA 91302
(800) 350-4223

Lessons on four fundamental principles of democracy; authority, privacy, responsibility, and justice. (grades 7-9 also secondary level books on each concept)

With Liberty and Justice for All

editorial directors; Charles Quigley and Duane Smith

Center for Civic Education, 1991
5146 Douglas Fir Road
Calabasas, CA 91302
(800) 350-4223

Lessons on the establishment and significance of the Bill of Rights, with cooperative learning activities, critical thinking, and performance-based assessment. (grades 7-12)

America's Conscience: The Constitution in Our Daily Life

Anti-Defamation League, 1987
22-D Hollywood Avenue
Ho-Ho-Kus, NJ 07423
(800) 353-5540

Activity workbook on rights guaranteed by the Constitution, with history, analysis and current issues. (8-12)

1C) PAPERS AND PERIODICALS

Bill of Rights in Action Newsletter

Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590

includes historical and current articles, a lesson, and resources (grades 7-12)

Update on Law Related Education

American Bar Association, Committee on Youth Education for Citizenship
541 North Fairbanks Court
Chicago, IL 60611
(312) 988-5735

Monthly publication with teacher resources, lessons, and information on foundations of freedom, due process, dispute resolution, and current issues. (free) Ask for list of bulletins and research sources.

NICEL Network

National Institute for citizens Education in the Law (NICEL)
711 G Street S.E.
Washington D.C. 20003
(202) 546-6644

Quarterly newsletter with articles on violence prevention and citizenship education programs, Supreme Court updates, and a law related lesson. (free)

American Civil Liberties Union

P.O. Box 794
Medford, NY 11763
(516) 582-8138

A.C.L.U. pamphlets, briefing papers, and handbooks; on prejudice, civil rights, freedom of expression, religion, etc., rights of women, minorities, students, etc. Publications list describes many resources available, also regional and local ACLU organizations provide resources for students. (free)

Ethics in Action

Josephson Institute of Ethics
4640 Admiralty Way Suite 1001

Marina del Rey, CA 90292-6610
(310) 306-1868

Bimonthly newsletter with articles on character education and a national campaign to promote Character Counts Week, the third week in October.

ESR Journal: Educating for Democracy

Educators for Social Responsibility,
23 Garden Street
MA 02138
(800) 370-2515

Teacher reference offering ideas and strategies for teaching students to understand and practice the principles of our democratic system. Ask for free catalog of many resource materials.

2. Civic Values and Religion

2C) REFERENCE BOOKS

Educating for Character

by Thomas Lickona

Bantam Books, 1991
666 Fifth Avenue
New York, NY 10103

Explains the rationale for teaching civic values, especially respect and responsibility, in school, with many classroom and schoolwide strategies.

Finding Common Ground

edited by Charles Haynes

Freedom Forum First Amendment Center, 1994
1207 18th Avenue South
Nashville, TN 37212
(615) 321-9588

Defines the first principles of our government, especially freedom of conscience, rationale and references for teaching civic values and the importance of teaching about religion and religious influence in history.

The Morality of Democratic Citizenship

by R. Freeman Butts

Center for Civic Education, 1988
5146 Douglas Fir Road
Calabasas, CA 91302
(800) 350-4223

Explains the fundamental civic values of the American democratic system that are essential to citizenship education.

America's Secret Destiny, Spiritual Vision and the Founding of a Nation

by Robert Hieronimous

Destiny Books, 1989
One Park Street
Rochester, VT 05767
(301) 367-7300

Describes the role and the vision of the Founding Fathers in the creation of the United States with an emphasis on the meaning of the Great Seal and the role of the Freemasons.

Civil Liberties

Greenhaven Press, Inc. 1994
PO Box 289009
San Diego, CA 92198-9009
(800) 231-5163

Describes different points of view on the civic values in the Constitution and Bill of Rights, including freedoms of religion and speech.

2B) CURRICULUM PROGRAMS

Living with Our Deepest Differences

edited by Charles Haynes

Freedom Forum First Amendment Center, 1994
1207 18th Avenue South
Nashville, TN 37212
(615) 321-9588

Lessons from American history that describe the origins of our first principles, with primary sources and critical thinking, with attention to religious freedom and the rights and responsibilities of citizenship. (curriculum books for middle grades and high school)

2C) PAPERS AND PERIODICALS

Handbook on Moral, Civic, and Ethical Education, Teaching about Religion, Promoting Responsible Attitudes and Behaviors, and Preventing and Responding to Hate and Violence

California State Department of Education, 1994
P.O. Box 271
Sacramento, CA 95802-0271
(916) 445-1260

Guidelines for teaching moral and civic values, teaching about religion in public schools, social and emotional responsibility, and hate issues.

Ethics, Easier Said Than Done

edited by Michael Josephson

Josephson Institute of Ethics
4640Admiralty Way, Suite 1001,
Marina del Rey, CA 90292

(310) 306-1868

Quarterly magazine with articles about teaching civic values and current ethical issues in politics, business, sports, entertainment, and religion. Ask for other sources for teachers, especially regarding the National Character Counts Week in October.

Character Education Partnership; newsletter and resources

Character Education Partnership
1250 North Pitt Street
Alexandria, Virginia 22314
(703) 739-9515

National clearinghouse of information, resources, and programs to support character education in both schools and communities.

3. Conflict Resolution and Violence

3A) REFERENCE BOOKS

Promising Practices in Teaching Social Responsibility

editors; Sheldon Berman and Phyllis La Farge

Educators for Social Responsibility, 1994
23 Garden Street
Boston, MA 02138
(800) 370-2515

Describes rationale and strategies for teaching conflict resolution, mediation, community service, multicultural understanding, etc.

Control Theory in the Classroom

by William Glasser

Harper and Row, 1986
10 East 53rd Street
New York, NY 10022

Explains an approach to classroom discipline that respects the integrity of the student and the need for order and education.

Getting Disputes Resolved

by William Ury, Jeanne Brett, and Stephen Goldberg

Jossey-Bass, 1988
350 Sansome Street
San Francisco, CA 94104

Describes the nature of conflict and steps to resolve disputes.

Youth Violence

editors; Michael Biskup and Charles Cozic

Greenhaven Press, 1992
P.O. Box 289009

San Diego, CA 92198-9009

Multiple perspectives on the nature of the problem, its causes and potential solutions, with attention to gangs and consequences for offenders.

Helping Teens Stop Violence

by Allan Creighton and Paul Kivel

Hunter House, 1990
P.O. Box 2914,
Alameda, CA 94501-0914
(510) 865-5282

Guide for multicultural understanding, conflict resolution and gender equity.

3B) CURRICULUM PROGRAMS

Conflict Resolution in the Middle School

by William Kreidler

Educators for Social Responsibility, 1994
23 Garden Street
Boston, MA 02138
(800) 370-2515

Over 150 classroom activities to guide students to be able to resolve conflicts, including basic skills, discussions, role play, and journal writing. (grades 6-8)

Second Step, A Violence Prevention Curriculum

Committee for Children, 1990-95
2203 Airport Way, South, Suite 500
Seattle WA, 98134
(800) 634-4449

Curriculum programs that teach empathy, impulse control, and problem solving (modules for grades 1-3, 4-5, 6-8, and 9-12, also staff and parent training materials.

Making Choices About Conflict, Security, and Peacemaking

by Carole Miller Lieber

Educators for Social Responsibility, 1994
23 Garden Street
MA 02138
800-370-2515

Lessons on causes and problems related to violence and the nature of conflict at interpersonal, community, and national levels. (grades 9-12)

Resolving Conflict Creatively Program (RCCP),

RCCP National Center, 1990-95
63 Third Avenue, #103
New York, New York, 10003
(212) 387-0225

Curriculum programs for elementary, middle and high school in both conflict resolution and peer mediation, also staff and parent education programs.

Conflict Resolution, Training for Conflict Managers,

Community Board Program, 1990-95
1540 Market Street, Suite 490
San Francisco, CA 94102
(415) 626-0595

Curriculum binders for Conflict Resolution at both elementary and secondary levels and manuals for training Conflict Managers at elementary, middle and high school levels.

Student Problem Identification/Resolution (SPIR),

U.S. Department Of Justice, Community Relations Service

Conflict resolution for middle and high schools, especially with gang/racial issues, with consultants from regional office of the Department of Justice.

The Reality of Violence

by Gerri Moore

Glencoe Division of MacMillan/McGraw Hill, 1992
936 Eastwind Drive
Westerville, OH 43081

Lessons on violence, guns, gangs, and prevention. (grades 8-12)

3C) PAPERS AND PERIODICALS

Conflict Resolution Network

Association for Supervision and Curriculum Development (ASCD)
1380 Nautilus Lane
Hanover Park, IL 60103

Quarterly newsletter with articles, resources and opportunities for networking. (free to members)

School Safety Update

National School Safety Center
4165 Thousand Oaks Boulevard, Suite 290,
Westlake Village, CA, 91362
(805) 373-9977

Newsletter nine times a year and resources for school management of violence and crime.

Crime and Delinquency

National Council on Crime and Delinquency
685 Market Street, Suite 620
San Francisco, CA 94105
(415) 896-6223

Quarterly newsletter and resources on juvenile justice and crime prevention.

Connections, Newsletter of Social and Emotional Learning,

Yale Child Study Center
P.O. Box 207900
New Haven, CT, 06520-7900
(203) 785-6107

Newsletter with articles and resources on teaching social emotional skills.

4. Prejudice Reduction

4A) REFERENCE BOOKS

Guide to Multicultural Resources,

Highsmith Press,
P.O. Box 800
Fort Atkinson, WI 53538
(800) 558-2110

Comprehensive reference book of sources of information on cultural, religious, and women's issues.

Hate Crimes Laws, a Comprehensive Guide

by Steven Freeman and Debbie Kaminer

Anti-Defamation League, 1994
22-D Hollywood Avenue
Ho-Ho-Kus, NJ 07423
(800) 353-5540

Explanation and history of hate crimes with current resources, legal cases and legislation.

Violence Against Women

Greenhaven Press, Inc. 1994
PO Box 289009
San Diego, CA 92198-9009
(800) 231-5163

Describes different points of view on rape, spousal abuse and other forms of violence against women.

The Mortification of the American Woman

by Ed Hibler

Socratic Press, 1995
6751 North Blackstone Avenue, #370
Fresno CA 93710-3500

Description and history of prejudice and discrimination against women, with analysis of current issues.

4B) CURRICULUM PROGRAMS

The Shadow of Hate

by Houston Robertson

Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(334) 264-0286

Lessons from American history on religious, gender and racial prejudice, goes with the video, "Us and Them," also available from the SPLC. (for grades 7-12) (one free to each school)

The Prejudice Book

by David Shiman

Anti-Defamation League, 1995
22-D Hollywood Avenue
Ho-Ho-Kus, NJ 07423
(800) 353-5540

Lessons with individual and class activities on stereotypes, prejudice and discrimination, (grades 7-12)

Free at Last: A History of the Civil Rights Movement,

Oxford University Press, 1994
(800) 451-7556

Lessons and resource information on the Civil Rights Movement, especially those who died in the struggle (grades 6-12)

A World of Difference,

Anti-Defamation League, 1988-94
22-D Hollywood Avenue
Ho-Ho-Kus, NJ 07423
(800) 353-5540

Curriculum to guide students to confront their own biases, practice tolerance, and resolve conflicts, including background and training resources. (middle and high school levels)

Tolerance for Diversity of Beliefs

by Patricia Avery and Dorothy Hoffman

Social Science Consortium, 1993
3300 Mitchell Lane, Suite 240
Boulder CO 80301-2272

Lessons on human rights and prejudice, with examples and activities from international, national and interpersonal perspectives. (grades 9-12)

New Faces of Liberty,

Many Cultures Publishing
1095 Market Street
San Francisco CA 94103
(800) 484-4173, ext. 1073

Handbooks on the history, motives, and problems of recent immigrants from Central America, the Caribbean and Southeast Asia. (grades 5-12)

We: Equal Worth and Dignity, the UN and Human Rights,

United Nations Association of Minnesota
1929 South Fifth Street
Minneapolis MN 55454
(612) 333-2824

Lessons on international and interpersonal human rights

4C) PAPERS AND PERIODICALS

Teaching Tolerance

Southern Poverty Law Center
400 Washington Avenue
Montgomery, AL 36104
(334) 264-0286

Quarterly magazine with articles and resources on multicultural understanding, human rights, and reducing prejudice. (free)

Addressing Racial and Ethnic Tensions: Combatting Hate Crimes in America's Cities

by U.S. Conference of Mayors and the Anti-Defamation League

Anti-Defamation League, 1994
22-D Hollywood Avenue
Ho-Ho-Kus, NJ 07423
(800) 353-5540

Strategies for identifying and reducing hate crimes.

How Schools Shortchange Girls,

American Association of University Women, 1992
P.O. Box 251
Annapolis Junction MD 20701-0251
(800) 225-9998

Report on gender bias in education; results of a national poll, analysis and recommendations. (free)

5. Political Problem Solving, Participation

5A) REFERENCE BOOKS

Civic's For Democracy

by Katherine Isaac

Essential Books
P.O. Box 19405
Washington, D.C. 20036

A comprehensive history of political action movements, techniques for participation, and student activities.

Enriching the Curriculum Through Service Learning

editors; Carol Kinsley and Kate McPherson

Association for Supervision and Curriculum Development, 1995
1250 North Pitt Street
Alexandria, VA 22314
(703) 549-9110

A guide for developing service learning (community service with an educational component), including examples, skills training, and assessment.

Cooperative Learning in the Classroom

David Johnson, Roger Johnson, and Edythe Johnson Holubec

Association for Supervision and Curriculum Development, 1994
1250 North Pitt Street
Alexandria, VA 22314
(703) 549-9110

A guide for organizing and improving cooperative learning activities, with skills to be taught, structuring groups to achieve goals, and assessment methods.

Critical Thinking: What Every Person Needs to Know in a Rapidly Changing World

by Richard Paul

Critical Thinking Foundation, 1993
4655 Sonoma Mountain Road
Santa Rosa, CA 95404
(800) 833-3645

A description of critical thinking and the method of dialogue, with a comprehensive rationale and specific strategies.

Insight and Action

by Tova Green and Peter Woodrow

New Society Publishers, 1994
4527 Springfield Avenue
Philidelphia, PA 19143

Describes the purpose and methods of community action and problem solving, especially-

group process.

The Spirit of Community

by Amitai Etzioni

Crown Publishers, Inc. 1993
201 East 50th Street
New York, NY 10022

Explains the responsibility for community problem solving as an essential aspect of citizenship.

Current Issues

Close Up Foundation and Constitutional Rights Foundation, 1994
44 Canal Center Plaza
Alexandria, VA 22314
(703) 706-3300

Reference book with information and analysis of current political, social, economic and health issues in the U.S.

5B) CURRICULUM PROGRAMS

Teens, Crime, and the Community

West Educational Publishing, 1992
PO Box 64833
St. Paul MN 55164-6857
(800) 328-2209

Information on conflict resolution, drug abuse, rape and violent crime, with activities on problem solving and community service. (grades 7-12)

Note: This is a national program to get teenagers involved in crime prevention programs, cosponsored by the National Institute for Citizens Education in the Law (NICEL) and the National Crime Prevention Council.

The Kid's Guide to Social Action

by Barbara Lewis

Free Spirit Publishing, 1991
400 First Avenue North, Suite 616
Minneapolis, MN 55401

Comprehensive guide to skills students need to solve community problems, including communication, public relation, organizing and legislation

Civitas: A Framework for Civic Education

editorial directors; Charles Quigley and Duane Smith

Center for Civic Education, 1991
5146 Douglas Fir Road
Calabasas, CA 91302
(800) 350-4223

Guidelines for a curriculum on civic responsibility and political participation.

Citizen Handbook

by James Davis and Sharryl Davis

National Council for the Social Studies, 1993
3501 Newark Street, NW
Washington DC 20016
(202) 966-7840

Student guide for the rights and responsibilities of citizenship, from voting to consumer issues.

Active Citizenship Today, Field Guide

by Bill Hayes and Charles Degelman

Close Up Foundation and Constitutional Rights Foundation, 1994
44 Canal Center Plaza
Alexandria, VA 22314
(703) 706-3300

Comprehensive guide for students to research and solve political problems, including skills, planning, and strategies for getting results.

Civic Writing in the Classroom

by Sandra Stotsky

Social Studies Development Center, 1987
2805 East Tenth Street
Bloomington, IN 47405

Describes how students should write letters to get results, with many good examples.

Picture Yourself in Local Government

principal author: Hal Stemmler

Institute for Local Government, 1994
1400 K Street, Suite 400
Sacramento, CA 95814
(916) 443-4136

Student guide to the history, structure, finances, and ways to change local governments (related to California).

Community building in the Classroom

by Vanston Shaw

Kagan Cooperative Learning, 1992
27134 Paseo Espada, Suite 302
San Juan Capistrano, CA 92675

Lessons for cooperative learning groups, including activities on communication, team building, and problem solving.

5C) PAPERS AND PERIODICALS

Street Law News

National Institute for citizens Education in the Law (NICEL)
711 G Street S.E.
Washington D.C. 20003
(202) 546-6644

Quarterly newsletter of the national Teens, Crime, and Community programs, related to crime prevention and community service.

Juvenile Justice

Office of Juvenile Justice and Delinquency Prevention
1600 Research Boulevard
Rockville, MD 20850
(800) 638-8736

Journal, research reports, fact sheets, conferences (free)

6. Statistics

6A) REFERENCE BOOKS

The Index of Leading Cultural Indicators

by William Bennett

Touchstone, 1994
1230 Avenue of the Americas
New York, NY 10020

Data on crime, family, youth, education, and popular culture and religion, compiled from public and private agencies.

The American Teacher, Violence in America's Public Schools

Louis Harris and Associates, 1994
111 Fifth Avenue
New York, NY 10003
(212) 539-9600

Results of an extensive survey on student and parent opinions and incidents of violence in public schools. (free)

7. On-Line Resources

Active Citizenship web site:
Resources and new links related to citizenship education, civic values, and service learning.
www.activecitizenship.org

Research

Thomas: Congressional Information
Information, bills, Congressional Record, legislative process
http://thomas.loc.gov/

Welcome to the White House
History, tour, information, press conferences, give feedback on issues
http://www.whitehouse.gov/WH/Welcome.html

National Archives and Records Administration
Primary sources, research, and training for students and teachers
http://www.nara.gov/education/classrm.html

United Nations homepage
Information, resources, databases, reform, events, and links
http://www.un.org/

Social Studies (on the Busy Teacher's Website)
References, lesson plans, current events, civics, history, global links
http://www.ceismc.gatech.edu/BusyT/soc.html

the History Net
US and world history resources, eyewitness accounts, profiles, etc.
http://www.thehistorynet.com/

Democratic Party Online
news, information, resources, and links
http://www.democrats.org/

Republican Party National Website
news, information, resources, and links
http://www.rnc.org/

The Institute for Global Communications
Their Mission: To expand and inspire movements for peace, economic and social justice, human rights, and environmental sustainability.
www.igc.org/igc

Empower America
Conservative news, issues, resources, and commentary
http://www.atr.org/empower/

Townhall, The Heritage Foundation
Conservative news, issues, resources, and commentary
http://www.atr.org/townhall/links/

Kid's Web
History, government, and geography resources and activities
http://www.npac.syr.edu/textbook/kidsweb/

Oneworld
News, environmental and humanitarian issues, resources, activities
http://www.oneworld.org/index.html

PedagoNet, Learning Material and Resource Center
Curriculum, technology, and research connections and resources
http://www.pedagonet.com/

Freedom Forum First Amendment Center
Resources, news, and history related to First Amendment freedoms
http://www.freedomforum.org/first/welcome.asp

Southern Poverty Law Center
Resources and curriculum materials to combat racism and intolerance
http://www.splcenter.org/

Institute for Global Economics
access to PeaceNet, LaborNet, WomensNet, EcoNet, ConflictNet and cultural resources
http://www.igc.apc.org/index.htm

US National Debt Clock
Shows changing dollar amount of debt, links to related sites
http://www.brillig.com/debt_clock/

National Women's History Project
Resources for teaching about the contributions of women
http://www.nwhp.org/

Civic Values

Character Counts Homepage
Resources for Character Counts and the Six Pillars of Character
http://www.charactercounts.org

Center for Civic Education
Curriculum materials, National Standards in Civics and Government, resources
http://www.civiced.org/

Character Education Partnership
Character Education curriculum and research resources
http://www.character.org/

Current Events

CNN Interactive
News and resources, updated every hour
http://www.cnn.com/

American News Service
News about people solving real problems
http://www.americannews.com/

National School Network Exchange
educational resources, news, curriculum, and activities
http://nsn.bbn.com/

Right Now
Conservative slant on the news, many links
http://www.rightnow.org/

World Wide Free Press
Progressive slant on the news
http://www.wwfreepress.com/

Yahoo News
News stories and links
http://www.yahoo.com/headlines/

United Press International
news, photos, and resources
http://www.upi.com/

Communication

International School Website Registry
Access to school websites listed by nations and states
http://web66.coled.umn.edu/schools.html

Classroom Connect
Internet resources, links, lessons, technology information, etc.
http://www.classroom.net/

Cyberspace Middle School
Middle school resources, activities, field trips, and school sites
http://www.scri.fsu.edu/~dennisl/CMS.html

Cultural Awareness

Future Culture
Links to most nations, traits of culture, quiz
http://www.wcpworld.com/future/links.htm

International Council of Museums
Museums from many nations, especially the US
http://www.comlab.ox.ac.uk/archive/other/museums/world.html

Interfaith Organization
links to websites of major world religions, art, and music
http://www.interfaith.org/links.html

African American News Service
News, archives, and cultural resources
http://www.igc.apc.org/africanam/africanam22.html

Interactive Projects

Voices of Youth
As part of UNICEF's 50th Anniversary celebration, Voices of Youth provides an electronic discussion by youth about the future as we face the 21st century.
www.unicef.org/voy

The American Rennaissance Alliance
Resources for increasing awareness and action on democratic issues related to the ideas in Marianne Williamson's book, The Healing of America.
www.renaissancealliance.org

International Education And Resource Network
Educational action projects, resources, and global dialogue.
http://www.igc.org/iearn/

UNICEF Voices of Youth
Global children's issues, resources, dialogue, and activities
http://www.unicef.org/voy/

Giraffe Project
Curriculum and resources to support character and leadership education
www.whidbey.com/giraffe

American Promise
Resources for teachers including a 200 page Teaching Guide with a three hour video on democratic participation, a newsletter, the new Service Learning Guide for Social Studies Teachers, and on-line idea exchange.
www.americanpromise.com

Global Schoolnet Foundation
Resources and links to connect students in dialogue and activities
http://www.gsn.org/

Youth Summit Action
Resources and action ideas for youth to support volunteerism
http://www.mightymedia.com/commitment/indexhb.cfm

National Service-Learning Cooperative Clearinghouse
An ERIC Clearinghouse on Service-Learning resources
www.nicsl.coled.umn.edu

National Youth Leadership Council
Youth service learning and leadership resources, training, and links
http://www.nylc.org/

America's Promise - The Alliance for Youth
Presidents' Summit for America's Future, volunteerism resources
1. www.citizenservice.org/

Interaction
American Council for Voluntary International Action, information and volunteer opportunities
http://www.interaction.org/index.html

Presentations

National History Day
Introduction, guidelines and resources for History Day competition
http://www.thehistorynet.com/NationalHistoryDay/index.html

Professional Resources

Social Studies School Services
Lessons, internet connections, curriculum resources, and reviews of social studies materials (curriculum, videos, CD-ROMs, etc.)
www.social studies.com

Educators for Social Responsibility
curriculum and resources for teaching conflict resolution and social responsibility
www.benjerry.com/esr/about-esr.html

National Council for the Social Studies
resources, national standards, professional development, media watch, links
http://www.ncss.org/wwwhome.html

American Bar Association, Public Education Division
Law-related education materials and resources
http://www.abanet.org/publiced/

Glossary B

Anarchy — The political belief that the best social system would have no government. Literally; no one rules.

Authority — The power and right to make decisions and enforce them. There are important distinctions between legal authority (justified by laws and law enforcement) and moral authority (justified by spiritual principles or natural laws).

Bill of Rights — A statement of rights and privileges guaranteed to a people against violation by the state, especially in the U.S. it refers to the first ten amendments to the Constitution, also the Universal Declaration of Human Rights from the U.N.

Citizenship — The rights and responsibilities of membership in a local, state, nation, or world community, as defined in the social contract, written or unwritten.

Civic Values — Values that relate to public interaction and politics, the principles and expectations that people agree to respect in their public behavior, as opposed to personal values related to private life, as well as the principles that should guide our government and public officials.

Civilization — An extensive association of nations or an empire with distinct political, economic and cultural/religious systems, also implies a common set of civic values which bind the people and guide their lives, sometimes refers to the level of technological development.

Common Ground — The points of agreement and mutual understanding between people engaged in a conflict, debate, or dialogue. It may refer to facts, ideas, or values.

Community — The people, places and things in the area where a person lives and frequently travels, usually refers to one's town or region, also includes the environment, people, plants, animals resources, and the interrelationships of all these, sometimes refers to state, national, or world levels of community.

Cooperation	People working together for the benefit of the relationship, group or community.
Culture	The beliefs, language, arts, customs, and relationships of a people, including civic values, politics, economics and religion.
Democracy	(from Greek) rule by the people. A system in which people make political decisions either directly or by electing representatives (a republic).
Dialogue	(from Greek) a conversation based on logic. A method of communicating to explore different points of view, conduct a reasonable analysis of facts and ideas, and seek a better understanding of the truth.
E Pluribus Unum	(from Latin) from many into one, the principle of unity, working together as one, cooperation.
Ecology	The science of understanding how physical and biological systems interact and influence an environment or community.
Economics	Production, distribution and consumption of goods and services, including money, labor, natural resources, trade and taxation.
Empathy	The ability to understand and feel the experience of another person.
Environment	The natural and man made systems, conditions, and influences affecting a community.
Freemasons	A fraternal service organization that teaches philosophic and religious wisdom and encourages members to serve their community, nation and all humanity.
Government	The political system of a community, state, nation, or world, including decision making, legislation, law enforcement and management of economics and the environment.
Great Seal	An official emblem of a government that represents the authority of the leader and symbolizes the ideals of that government.

Harassment	To hurt or torment a person physically or psychologically, often in relation to sexual or racial incidents. This includes a condition of repeated unwanted advances or attacks, but it could include maintaining an atmosphere in which certain people feel discriminated against.
Idiot	A person who does not care about or participate in politics. (original meaning from Greek)
Imperialism	Activities and institutions related to the establishment of an empire, in which one nation dominates and exploits others.
Information	Data, facts, observations and opinions that are meaningful and useful in relation to a particular issue.
Law	Rules defining rights and appropriate behavior that can be enforced by an individual or group, also bills passed by a legislature and signed by an executive that create rules, programs or policies.
Multiculture	The multiethnic pluralistic society which developed in the context of the United States, characterized by a fusion of contributions from successive waves of diverse populations melded with Native American culture. (from Dr. Minta Brown)
Natural Law	Universal principles that apply to all people, including life, liberty and equality, and to nature, such as gravity. These inalienable principles, derived from our Creator, are the foundation on which our Constitution is based.
Patriarchy	The system of male dominance over women, with the belief that men have a superior ability to rule. Literally it means, "rule by fathers."
Prejudice	Judging people before knowing them, based on characteristics such as skin color, religion, or nationality.
Propaganda	The use of media to influence the way people think, feel, or act, from a particular biased point of view.
Race	A social concept dividing humanity (biologically one race: homo sapiens) into categories based on physical appearance or geographical location.

Racism	Any action, attitude, or institution which subordinates a person because of that person's/group's color (from U.S. Commission on Civil Rights), includes individual and institutional (structural) prejudice or discrimination based on the false concept of separate races of people.
Religion	(from Greek) To bind together body, mind and spirit, usually refers to a belief system or institution that explains and promotes a person's relationship to God (or supernatural beings), including sacred books, rituals, and prophets.
Resources	Anything (materials, money, information, people, energy, etc.) that can be used toward the accomplishment of a task.
Six Pillars of Character	The Josephson Institute has led a national collaborative effort to define the fundamental values of our society; responsibility, respect, justice, trustworthiness, caring, and civic virtue. The U.S. Congress has endorsed this by naming the third week in October to be Character Counts Week.
Stereotyping	The use of a preconceived and oversimplified generalization about a particular group that categorizes all members of that group negatively. (from Dr. Minta Brown)
Synergy	The combination of parts into a whole which is greater than the sum of its parts, also creative ventures or problem solving by groups of people.
Technology	Tools made by people to provide for their needs, the application of knowledge to practical purposes.
Values	Ideas or principles that represent what is most important to people, that which is considered desirable or appropriate.

Teaching Strategies C

Dialogue

Create a regular opportunities for open communication, in which students discuss controversial issues in relation to civic values. This method, over 2,000 years old, comes from the Greek philosophers. The new name for it is critical thinking. For dialogue to be successful, there must be agreement on these rules:

1. Show respect for every person who shares their opinion. (You may disagree with ideas or information, but may not put down others).
2. Any point of view may be expressed freely, except advocating the hurting of others.
3. Agree to seek the truth (avoid rumors and correct misinformation).
4. Express your views in appropriate language.

The role of the teacher is not to take a position, but to guide the discussion to identify the civic values related to the issue and the different points of view in the dialogue. The best way to do this is by asking questions that draw out ideas, information and opinions from students. It takes several class periods before most students are comfortable sharing their opinions. It's worth whatever time it takes to get to the point where you can dialogue issues in class. It is essential to enforce the rules so students know they will be safe when they share. They will learn that controversial issues are not resolved in a dialogue, but it helps everyone to think through a problem when they exchange views with others in an atmosphere of cooperation rather than debate. If the dialogue becomes intense, you may want to focus the discussion on the civic values. For example, if students argue about a dress code that prohibits gang colors, see if they can agree that the school has the responsibility to protect students from harm and, on the other hand, students (citizens) have the right to freedom of expression. Then explore opinions on policies that uphold both of those civic values, as well as discussing who has the authority to make the decisions and how they could be appealed.

For More Information

Critical Thinking: What Every Person Needs to Know in a Rapidly Changing World

by Richard Paul

Critical Thinking Foundation, 1993
4655 Sonoma Mountain Road
Santa Rosa, CA 95404, 800-833-3645

A description of critical thinking and the method of dialogue, with a comprehensive rationale and specific strategies.

Cooperative Learning

Assigning tasks or problem solving to groups is a powerful way to involve students in active learning. Begin with clear expectations of what you want the groups to do and how you will assess their accomplishments. I begin with an explanation of the topic and what I expect from the groups. I let students choose groups of three or four and have them put their desks in a circle. Then I pass out a group worksheet and monitor their progress filling it out. First they choose a recorder to read the questions and write the group answers and they choose a reporter who will read the group answer to the class. Make it clear that they are to dialogue each question and reach a consensus, if possible, before a group answer is written down. Every member of the group should be able to explain the group answer. Some teachers add the role of checker to be sure every student agrees with an answer. Explain that every point of view should be explored and considered. The minority opinion may be the best answer.

It's important to teach the communication and collaboration skills as well as the academic skills needed by students to be successful. Many students need instruction on how to express their opinion in appropriate language, without being disrespectful of others. They may need guidance on how to deal with conflict within the group or how to stay on task. These are basic skills for working together. Then they need to learn problem solving skills. If these skills are lacking, it is essential for the teacher to teach and model them, before students will be able to participate effectively in cooperative learning or political problem solving. These are also basic skills of citizenship in a democracy.

The groups need to be structured with individual accountability and careful teacher monitoring. I usually give the same grade for students in a group, unless I see that some are doing more work than others and I make appropriate adjustments. They should learn the importance of working together, through conflicts and obstacles, to reach a goal or solve a problem. When they are working, it is essential to monitor their progress, stop inappropriate behavior, and especially to acknowledge positive behavior.1

For More Information

Cooperative Learning in the Classroom

David Johnson, Roger Johnson, and Edythe Johnson Holubec

Association for Supervision and Curriculum Development, 1994
1250 North Pitt Street
Alexandria, VA 22314
(703) 549-9110

A guide for organizing and improving cooperative learning activities, with skills to be taught, structuring groups to achieve goals, and assessment methods.

Service Learning

Service Learning is a teaching/ learning method that connects meaningful community service with academic learning, personal growth, and civic responsibility. (National Service Learning Cooperative) This method is a powerful way to make the principles and process of our democracy meaningful to students, by giving them guided practice in responsible citizenship.

Service Learning in Social Studies classes provides the opportunity for students to see the relevance of learning the principles and process of our Constitutional democracy. Students learn the knowledge, skills and values of responsible citizenship in the context of analyzing and solving real school and community problems. Students will be challenged to apply national civic values to the process of resolving these issues.

> Education is the key to honoring America's promise. Our schools are indeed the crucible of our democracy... No single formula for school improvement fits every community's needs, but innovative service learning is invariably a key feature of local school success... By solving real-life problems, students engaged in service learning are challenged to exercise leadership and responsibility. Citizenship is something we learn, not something we merely inherit... Improving our schools requires parental... involvement...(and) the participation of the private sector and the full range of every community's resources... Service learning... is essential to helping our children to understand and to respect each other, and to exercise the rights and responsibilities of democratic citizenship.
>
> from: "Improving Our Schools and the Challenge of Citizenship: A Declaration of Principles," by Secretary of Education Richard Riley and Eli Segal (1995)

"Everyone can be great because everyone can serve"
Martin Luther King Jr.

Organizing Projects

Consider these choices for your service learning projects:

1. Time:
Consider the skills and educational needs of your students, how much class time you can devote to this, and your interests and resources. Be clear about your limits on time to spend on this. The problems are unlimited, and when your students get engaged in projects, they will want as much class time as you will give them. You may want to start with a small class project or an extra credit assignment. The most powerful experiences come from a problem solving unit, related to course content, that may last from a month to a semester, or more.

2. Boundaries:
Given your time frame and curriculum topics, consider the area in which you want students to search for problems to solve (school, neighborhood, city, county, Congressional district...) Larger boundaries require higher skills and more time. You may want to limit the project range to the local community, so students can have direct contact with leaders and primary sources.

3. Goals and Outcomes:
Decide what you want students to learn in relation to the curriculum; knowledge, skills, and values. Plan how the groups will demonstrate what they learned. Define the goals and outcomes for each group. Consider group presentations due at the end of the unit. This is a challenge, because service and problem solving projects may not have a clear end point. It is reasonable, however, to expect each group to give a report, either written or in front of the class, on the results of their research and their progress toward a solution, at one or more given deadlines, so you can assess their work. Be sure to design individual accountability into the assessment. Let students know that they will be evaluated on their own work and contributions to the service projects.

4. Selection of Groups:
Consider the size of groups for the projects. Larger groups require higher collaboration skills: small:3-5, large: 6-8, or whole class. If the whole class works on a project, it helps to organize groups to accomplish specific tasks. Decide if you want to let students choose their own groups or assign them. The advantage of letting them choose is that they usually have fewer group conflicts and there may be more focus on accomplishing tasks. The

advantage of choosing groups is challenging students of diverse backgrounds and interests to work together.

5. Collaboration Skills:
It's important to teach the communication and collaboration skills as well as the academic skills needed by students to be successful. Many students need instruction on how to express their opinion in appropriate language, without being disrespectful of others. They may need guidance on how to deal with conflict within the group or how to stay on task. These are basic skills for working together. They also need to learn problem solving skills. If these skills are lacking, it is essential for the teacher to teach and model them, before students will be able to participate effectively in cooperative learning or community problem solving. These are also basic skills of citizenship in a democracy.

6. Selection of Problems:
1. You could set up a panel discussion on community problems with leaders and experts, such as a police officer, a judge, a politician, a business leader, a park ranger, etc. If you teach multiple periods, you can videotape the panel first period and show the tape to other classes. It would be better if all the students could hear the panel and be able to ask questions.
2. You may just want to call experts in the community to get ideas for topics and share those ideas with the class.

Brainstorm topics for research and write the ideas on the board. This gives you an opportunity to define community service and your expectations of what student groups should be able to do. This is the time to lead students away from inappropriate topics and suggest some of your own. Organize the class into groups. The students may need a lot of help considering topics to research. Ask the groups to choose their top three topics and, if there are conflicts, have them pick a number from 1-100 and give the topic to the group with the closest number. The presentation of results of the group projects must be clearly defined at the beginning of the project.

Here is a list of topics that you may want to share with students as they search for service opportunities and community problems:

literacy (teaching reading)
voter registration
helping senior citizens
child or spouse abuse
teen pregnancy
AIDS
teen suicide
preserving local history
traffic safety
violence prevention
drug abuse
disrespect at school
alcoholism
racism at school
sexism at school
hate crimes
political corruption
renewing a park
mentoring at-risk youth
dress code
graffiti
law enforcement
conflict resolution
welfare alternatives
eating disorders
public service announcements
community garden
cultural arts/ mural
transportation issues
multicultural understanding
homelessness
creating jobs
farm and food issues
air or water pollution
helping disabled children or adults
endangered species
youth recreation
health services
drinking and driving
school improvements
civil rights
improving unfair rules or laws
media violence and values issues
food and clothing for the poor
teen support groups
cafeteria food
animal rights
victim/offender reconciliation
community planning issues
intergenerational/ interracial dialogue
tobacco and smoking
access to information and services

Research

• Emphasize the Research Process:
One of the keys to success in this project is to guide students in successful research. You need to assess their skill level to determine how much direction and guidance you should give. Present clear expectations of what you want students to do. Students should each write goals and an individual responsibility for research. Plan to give class time to let the groups work on their research. Monitor their progress, such as requiring an essay describing their individual research plan and, later, an essay describing the results of their research. Be sensitive to the amount of time and guidance they need to get the research and analysis done well.

• Finding Resources:
Most students will need a great deal of help finding resources and people to contact. Students may be reluctant to ask for information from adults. It is vital for them to be assertive if they are going to find the information and ideas that they need to complete this assignment. You, and they, will be surprised at how much information is available if you take the time to look and ask for it. Emphasize the fact that each source often leads to other sources so the research will expand. For this reason, be careful to guide groups to define their problem clearly. It is often necessary to narrow the topic to a specific issue to focus the research. Remind them to keep careful records of their results and their sources.

• Interviews:
Every group should include interviews as part of their research. Explain the instructions for interviews described in the student handout; Student Research Guide. Tell them that an interview could be as simple as a telephone call to ask for information or names of people or it could be a meeting with someone to ask a list of prepared questions. The key is for the students to be clear about the information or ideas they are looking for. It is vital to guide them to formulate appropriate questions. Another essential issue is to emphasize respect for the people they talk to. Sometimes it is hard for students to be respectful if they strongly disagree with a person's opinions or if they feel prejudice toward the person.

• Partnerships:
You may want to require each group to find a community advisor to work on their project. Encourage them to consider partnerships with parents, school staff, public officials, police, attorneys, or with organizations that relate to their purpose. If their problem deals with law enforcement, they should find a police advisor; if it deals with legal issues, they should find an

attorney. The local Bar Association should be glad to find an attorney to volunteer. Many volunteer associations, such as the New United Way, the Volunteer Bureau, are able to help find partners. Many business owners are enthusiastic about supporting youth service projects. Contact the Chamber of Commerce or local service clubs such as Rotary or Soroptomists.

- **Safety:**

An important issue to be aware of is safety and legal liability. Be sure your principal knows and approves of what you are doing. Be sure students understand the rules and laws related to the research methods on the student handout. They must get your approval on questions for interviews or surveys. They must also get parent and your approval if they go into the community for their research. You may want to require signed parent permission for those activities, especially if there is any danger in your community that may put students at risk. Be sure parents are informed of the purpose and methods of this project, and how it relates to citizenship education. Parents should know that they are responsible for students, outside of school time, when they are doing research or working on solutions. Be sure community advisors are aware of their supervision responsibilities

Reflection and Assessment

An essential part of service learning is reflection on what happened and what each student learned. Many teachers give a questionaire to students or have them answer questions in a journal. This could also be an essay assignment.

Consider the following questions:
- How well did the group work together?
- What problems did you encounter and how did you deal with them?
- How did this project make a difference or serve others?
- What did you learn about your community?
- What did you learn about the rights and responsibilities of citizenship?
- What did you learn about yourself?
- What advice would you give to other students on a service project?

After the reflection writing, it can be very powerful to ask students to share their reflections in a class discussion. Often students don't realize how much they have accomplished until this point. They can also learn a lot from each other's experiences. This gives you an opportunity to relate community service and problem solving to partcipatory democracy. Remind students of the essential balance between the rights and responsibilities of American citizenship.

One good way to evaluate students is to have them put together a portfolio of their project as they do it. Another way is class presentations by the groups on their research, problem analysis, and proposed solutions. Some groups may be able to share implementation results. The portfolio or presentation to the class demonstrates the learning of knowledge, skills, and values, along with each group's ability to apply them to a real problem. This gives you an opportunity for giving a grade to each student, based on what they demonstrate in the portfolio or presentation and in their reflections on the whole experience.

Active Citizenship Portfolio

School/Community Problem Solving

Create a portfolio with the following parts:

1. Problem

- Describe the problem and why you chose it.
- Explain why it is important to solve this problem.

2. Research

- Show the research goals for each student.
- Include the research logs with results from each student.
  (All information must have a specific citation of the source)

3. Advisors

- Identify your community advisors and partners.
- How did they help you and what advice did they give?

4. Points of View

- Describe the points of view related to the problem.

5. Civic Values

- Describe the civic values related to the problem.

6. Solution

- Describe the solution that you developed.
- How does it meet the needs of everyone involved?
- What democracy skills are needed to implement the solution?
  (Dialogue, Coalition Building, Organize Support)

7. Documentation

- Include service logs for each student.
- Describe the results of the project
- Letters from advisors and the people served in the project
- Items to show what was done; photos, video, art, media...

8. Reflection

- Include a reflection essay from each student
- Write a summary statement of what the group learned.
  (about citizenship, politics, service, yourselves...)

Youth Citizenship Awards

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Youth Citizenship Awards

Doing the lessons of Active Citizenship, students learn the rights and responsibilities of citizenship, the civic values of the United States, and then apply them to real problems. They practice responsible citizenship and most of them get really excited about their new feeling of empowerment and connection with their community. The community leaders and school administrators also get excited about students demonstrating civic responsibility.

In my pilot program in 1994-95, with over 300 ninth grade students, the local Bar Association sponsored an awards program in May to reward the top groups for community service and problem solving. Our new Republican Congressman, George Radanovich heard about this and agreed to sponsor a competition among all the middle and secondary schools in his Congressional District. It has also been sponsored by Democratic Congressman, Cal Dooley, and five County Offices of Education. Our Advisory Board includes representatives from attorneys, educators, police, political and business leaders, and community organizations. It seems that supporting teachers to guide students to become active in demonstrating responsible citizenship is an idea whose time has come.

THE YOUTH CITIZENSHIP AWARDS PROGRAM HAS THREE GOALS

Encourage teachers, administrators, and students to expand citizenship education to include skills training and to practice applying the civic values and problem solving skills to real problems in the school or community.

Organize community support for teachers and student groups who get involved in this process. In central California, police, attorneys, service clubs, and community leaders were very enthusiastic about supporting these student projects.

Reward students for serving their community and demonstrating responsible citizenship. All groups that complete their project receive a letter of thanks from their Congressman. Winners receive a Congressional Award.

Winners in district competitions get awards from local service clubs, such as plaques, T-shirts, and even cash awards. Congressional District winners are invited to an awards banquet sponsored by the Congressman, who gives the teachers and each member of the groups a Congressional Award and praises them as role models for their peers.

The Youth Citizenship Awards Advisory Board is creating a model for this Congressional District

competition. It could be used in any District which has an educator willing to organize it and a Member of Congress willing to sponsor it. We are developing guidelines and support documents.

The time has come to identify active citizenship education and social responsibility as the core curriculum for social studies, K-12. Teachers must be trained and given support to guide students to understand the principles and process of American democracy and to guide students to practice those skills and apply those civic values to real problems in their class, school, community and beyond.

The following are documents from the 1995-96 program in the 19th & 20th Congressional Districts

Youth Citizenship Awards

A competition for students in grades 7-12 solving real political problems in their community

This new competition, within the Districts of Congressman Radanovich and Congressman Dooley, will encourage and reward the practice of responsible citizenship by 7-12th graders in groups of 3-12 students. Representatives from education, law enforcement, Chambers of Commerce, Congressional offices, attorneys, community agencies, etc. will help teachers identify opportunities and resources for community service and problem solving. Teachers present the challenge to students and guide their participation, with the help of individuals and agencies from the community. On April 25,a screening committee will evaluate the entries, a five page summary of the project, and select the finalists. The top twelve projects in each District will be invited to give a ten minute presentation of their project to a panel of judges in May. The top five projects in each District will give presentations and receive Citizenship Awards from their Congressman at a banquet/press conference. All participants will receive a certificate of appreciation from their Congressman.

> *"The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy."*
>
> NATIONAL STANDARDS FOR CIVICS AND GOVERNMENT

It is essential for students to understand the balance of the rights and responsibilities of citizenship. Increasingly complex social, political and economic problems, such as violence, crime, pollution, and poverty require active participation by informed citizens working together to solve them. Students must have the opportunity and the guidance to practice community service and political problem solving. Programs that involve teenagers in these activities create powerful learning experiences and show other students that they can really make a difference.

1996 Youth Citizenship Projects

The first six projects won Congressional Awards

Peer Support Group

Students developed a grant with the Healthy Start program to fund training of high school students for a peer support program, with professional advisors. (Woodlake High School)

Farmersville Clean-up

A student Community Service Club organized projects to clean graffiti and make other improvements in a public park in Farmersville. (Farmersville Junior High School)

Alternative Transportation in Yosemite

A proposal for a propane bus system, bringing tourists to Yosemite National Park and reducing environmental damage from cars, may lead to federal legislation. (Yosemite High School)

Oakhurst Incorporation

Recommendations of steps to be taken to Incorporate Oakhurst as a city, presented to the Chamber of Commerce. (Yos. ...High School) won an award from the American Planning Assoc.

Pledge of Allegiance Book

To resolve the problem of students saying the Pledge of Allegiance without knowing the meaning, five girls wrote a coloring book, and, with funds from a Rotary Club, gave them to 275 third graders in their district. (Yosemite High School)

Traffic Safety

A student group worked with the Fresno City Council to improve safety conditions at a busy intersection near their school. (Tehipite Middle School)

Read-in

Students organized an all night Read-in (over 80 students) to help immigrant students and families to learn to read, with entertainment, food, and prizes. (Yosemite Middle School)

Dress Code

Students from a Limited English Proficiency class developed a proposal to modify school uniform rules at their school. (Tehipite Middle School)

Search and Siezure

To resolve misunderstandings about students being searched, a group printed posters clarifying the rights of students and the responsibility of staff to search with "reasonable cause." (Yosemite High School)

STUDENT QUOTES

"Today many of us forget that liberty is the power to change things. People think liberty is doing what you want to do, but liberty is more than that; it's also power to choose things and change them."

"This project taught me that, just because I'm only a teenager, it doesn't mean I can't take action in the community. Political problem solving was a great way to learn to have some initiative."

"If we educate people on the values, rights and responsibilities our country was founded on, then our country could become great again."

"It is our responsibility to correct problems."

"I learned that the more you work together, the more you will get done."

"Hey all you Americans out there! Do you want all this violence? Do something to save your children."

"We are heading for a dead end, but we still have time to prevent the collision. Return to our rights and responsibilities and turn this country around."

CONSIDER THESE TOPICS FOR PROBLEM SOLVING AND COMMUNITY SERVICE

VIOLENCE PREVENTION/MEDIATION
CHILD/SPOUSAL ABUSE
CIVIL LIBERTIES/LEGAL RIGHTS
CREATING JOB OPPORTUNITIES
UNFAIR LAWS
ENVIRONMENTAL ISSUES
AGRICULTURAL PROBLEMS
COMMUNITY GARDEN
PEOPLE IN NEED: EG. HUNGER
TRANSPORTATION/COMMUNICATION
MULTICULTURAL COOPERATION
HEALTH SERVICES
POLITICAL CORRUPTION
RECREATIONAL NEEDS
PREJUDICE: EG. RACISM, SEXISM
NEEDS OF YOUNG CHILDREN OR THE ELDERLY

NOTE: ALSO INCLUDED IN YOUTH CITIZENSHIP AWARDS INFORMATION ARE STUDENT HANDOUTS ON POLITICAL PROBLEM SOLVING (PAGE 2.5) AND RESEARCH GUIDE (PAGE 3.3).

"I'm convinced that the most urgent task our generation confronts is re-creating public education and rebuilding the partnership between the nation's schools and the communities they serve."

EARNEST BOYER

Youth Citizenship Awards Program
1997 Projects

Health Education: Students are creating radio and TV public service announcements on the dangers of second-hand smoke.

Street Safety: A sixth grade class is working to make streets safer around their elementary school.

Police Dog: Middle school students are creating a program to bring a K-9 dog to their school to reduce drugs and violence.

Western Dancing: A group of high school students is practicing western dances to perform for senior citizens and younger students.

Blood Drive: A high school leadership class organized a blood drive.

Recycling: Students work to organize a recycling program at their school.

Police Services Education: Two students are translating an educational pamphlet in Spanish to communicate police services in their city.

State Soil: A sixth grade class is drafting legislation to declare San Joaquin Valley farm soil as the official state soil.

Playground Repair: A high school girl is organizing service clubs to repair broken playground equipment in a city park.

Crow Control: Students will explore alternative methods of removing crows from farm areas besides the current method of shooting them.

Flood Control: To prevent flooding from rain runoff, students develop improved drainage projects.

Gang Intervention: Students work to help gang members to find alternatives.

Reduce Prejudice: Students have formed a Student Human Relations Council to study racism and other forms of prejudice and find ways to reduce it.

Mural: Students are working with local artists to design and paint a mural 190 feet long in Oakhurst.

Teen Pregnancy Prevention: Creating a pamphlet with information about preventing teen pregnancy by abstinence, to be shared with intermediate students.

Recycling: Students are working with an organization for disabled adults to set up a recycling program on campus.

Support Group: Organizing a support group for students with substance abuse problems or alcoholic parents.

Lunch Food: Planning to increase options for student lunches and improve communication about what is available.

Loitering: To avoid conflicts, students are creating a poster for stores explaining the rights of business owners and the rights of teenagers on sidewalks.

Conflict Resolution: Students are planning presentations to elementary students to teach empathy, respect, and conflict resolution.

After School Enrichment: Organizing student volunteers to present educational and recreational activities for elementary students.

Endangered Species: Developing educational materials about the need to save endangered species, to be presented to elementary students.

Values Stories: High school students will volunteer to read stories with moral values and lead discussions with elementary children.

Student Influence: Students are proposing changes in student government to allow more influence on decisions made by staff that directly influence students.

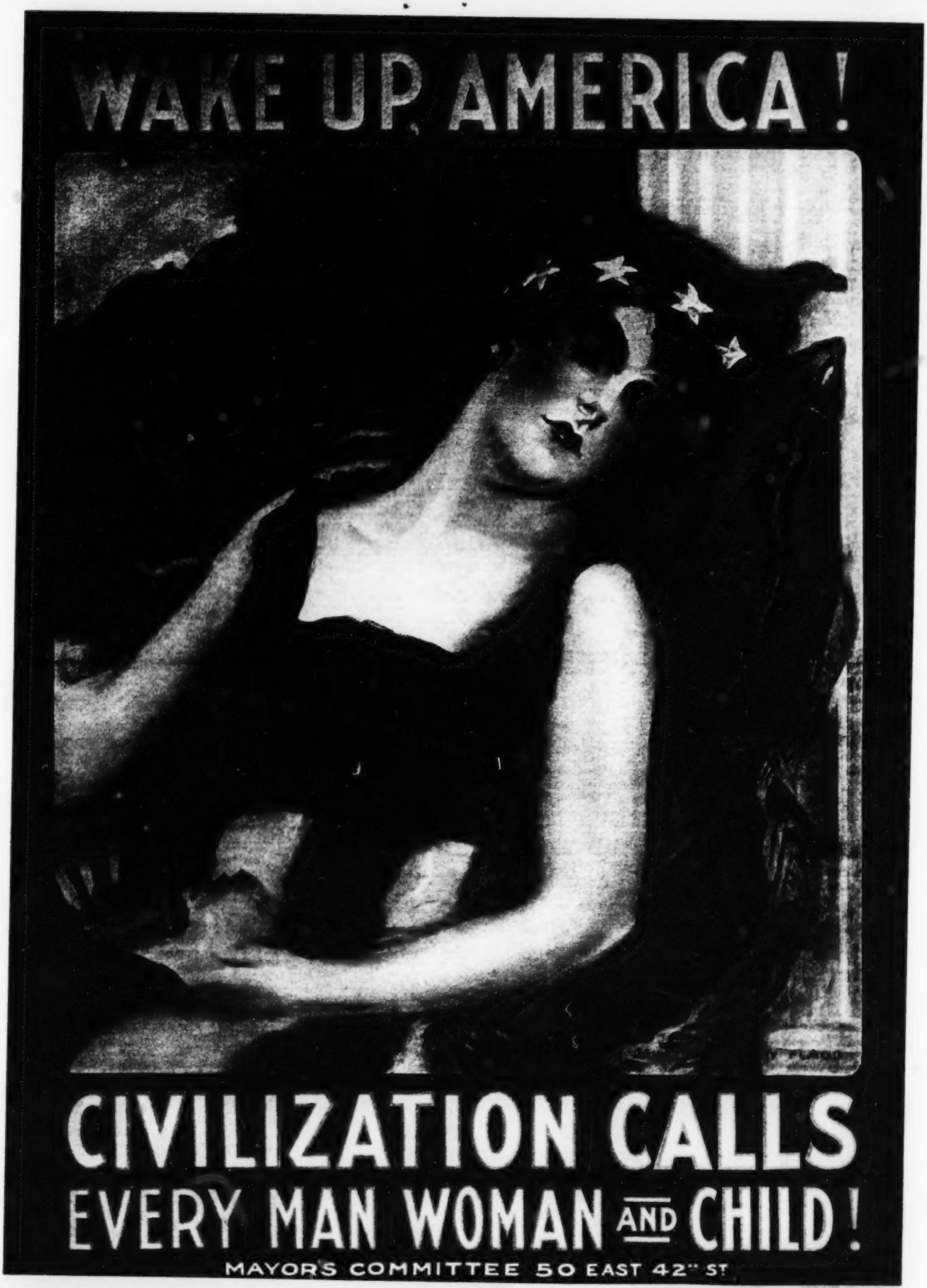
Skate Park: Students are organizing community support to build a skateboard park at the Community Center.

Child Abuse Prevention: Developing an educational program to increase awareness and prevention of child abuse.

AIDS Prevention: Students are selecting information pamphlets and finding places to make them available at school.

"How can we get young people to care about their country, believe in their ability to make a difference, and assume the responsibilities of democratic citizenship? John Minkler's Active Citizenship curriculum gives educators a powerful, teacher-friendly tool for engaging students in solving real life community problems and developing the kind of public spirited character so vital for the survival of our democracy"

Thomas Lickona Ph.D., author of Educating for Character
Editorial Consultant to Active Citizenship, Empowering America's Youth



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